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CATALOGUE
OF
OHIO UNIVERSITY
ATHENS, OHIO

1904--1905

AND
CIRCULAR OF INFORMATION
FOR
1905-1906

PUBLISHED BY THE UNIVERSITY
1905

"Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Article 2, Ordinance of 1787.

*"That there shall be an University instituted and established in the town of Athens * * * for the instruction of youth in all the various branches of the liberal arts and sciences, for the promotion of good education, virtue, religion, and morality, and for conferring all the degrees and literary honors granted in similar institutions."*

Section 1, Territorial Act, January 9, 1802.

"Whereas, Institutions for the liberal education of youth, are essential to the progress of arts and sciences, important to morality, virtue, and religion, friendly to the peace, order, and prosperity of society, and honorable to the government that encourages and patronizes them, etc."

Preamble, Act of Ohio Legislature Establishing the
Ohio University at Athens, February 18, 1804.

OHIO UNIVERSITY
AND
THE STATE NORMAL COLLEGE

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OHIO UNIVERSITY

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COLLEGE PAPER — "THE MIRROR."

Chubb, Higley, Treudley, Chrisman, and Evans.

MODEL SCHOOL.

Williams, Waite, Bachman, Chrisman, and Gaskell.

GENERAL INFORMATION

OHIO UNIVERSITY

ORIGIN OF THE UNIVERSITY

The existence of the Ohio University was provided for as early as 1787, in the purchase made from the Government of the United States by the Ohio Company of Associates. By the contract between these two parties, two townships of land were set apart for the purpose of a University, and placed under the care of the Legislature of the State. The University was organized under an act of the Legislature passed in 1804. Its Trustees are appointed by State authority and the Governor of the State is, *ex-officio*, a member of the Board.

LOCATION

Athens, the seat of the University, is situated in the southeastern part of the State. It is easily accessible from the east and west by the Baltimore & Ohio Southwestern railroad and its branches; from the central and northern portions of the state by the Columbus, Hocking Valley, and Toledo, and Kanawha & Michigan railways. By these routes it is about one hundred and sixty miles from Cincinnati and seventy-five miles southeast from Columbus. The sanitary arrangements of the town are unsurpassed. Its principal streets are paved; it is provided with waterworks and sewerage; its board of health is vigorous and efficient. There are few towns in the country that are more desirable as a place of temporary or permanent residence than Athens.

The lover of natural scenery cannot fail to be charmed with its picturesque surroundings. The winding valley of the Hockhocking and the wooded hills beyond present a series of

striking views from the University, while the wide prospects, as seen at certain seasons from some of the neighboring summits, are seldom surpassed in quiet and varied beauty.

The University buildings are located in a beautiful campus. They occupy a slight elevation extending east and west across the grounds, fronting the north. Before them lies a park of about five acres containing a grove of fine forest trees and skirted along its northern limit by a row of magnificent elms. Beyond these sentinel trees extends a greensward sloping beautifully to the street. In front of the line at the northwest angle, stands an elegant soldiers' monument. When this park is lighted up at night by electricity it presents a charming view. The remainder of the campus, which is in the rear of the buildings, is devoted to recreation.

BUILDINGS

The buildings, seven in number, are of brick and brick and stone. The central building was erected in 1817, and is the oldest college edifice northwest of the Ohio river. This venerable structure is dear to many by strong and tender associations, and to many more by means of eminent men who have here studied and taught. It has been modernized and is admirably adapted to its uses for college work.

The two wing buildings, once used for dormitories, have been transformed into recitation rooms and laboratories.

The chapel building in the rear of the central building is used by the College of Music. In the second story are society halls with committee rooms attached.

The new building, known as Ewing Hall, is one of the finest college buildings in southeastern Ohio. It is a T-shaped structure, four stories high including basement, and measures 156 feet in length by 131 in depth. Within is an auditorium, with gallery, furnishing seating capacity for about nine hundred people. It contains a president's office, nine recitation rooms with professor's offices attached, the laboratories of the Department of Physics and Electricity, a trustees' and secretary's office, the rooms of the Commercial College, art rooms, and a gymnasium in the basement with four thousand square feet of floor. The methods of heating and arrangement of detail are modern and well-adapted to educational work.

The new Normal College building is located about sixty-five feet from the west side of University Terrace and faces the east. The plans and specifications, prepared by Frank L. Packard, of Columbus, Ohio, call for a building thoroughly modern and up-to-date. Among the things held in mind in planning the building were its fitness for the work to be done in it, its sanitary and hygienic conditions, its safety in construction, its fire-resisting quality, and its architectural design showing art, culture, and refinement.

The design is the modernized treatment of the Italian Renaissance. The building will have, when completed, a frontage of two hundred and twenty-three feet and a depth of sixty-eight feet, the main or central portion being four stories high and the lateral wings three stories high. First quality vitrified clay block, of a reddish brown color with a rough sand finish, is used in the construction. These clay blocks are about one and one-half times larger than the standard size brick and when laid up in bold courses of four tiers, in mortar same color as the brick, appear as one course eighteen inches wide; then comes a course of standard size red brick set back from the face of the dark brown brick one inch, continuing in this manner from the base course at the grade line to the top of the second story with the same treatment, thence up to the corner of the remaining stories in the form of quoins. The body of the wall above the first two stories is of dark red face brick, laid in red mortar. Surmounting these walls is a cornice three and one-half feet high by five feet projection. The entire building is covered with a hip roof laid with horn pattern red tile, broken only by the dormers. The trimmings of the walls and the openings and entrances of the buildings are of buff oolitic limestone.

The main and central entrance, the prime feature of the design, is two stories in height, built of stone with enriched ornaments. This stands out strong and bold and is the only emphasized portion of the design. The construction of the entire design was with a view to symmetry and balance.

The interior side walls of the corridor in the ground floor, first, second, and third floors, are wainscoted from the floor up to a point five feet above with glazed brick. The walls and ceilings above this wainscoting are plastered in sand finished mortar. All rooms throughout the building have wainscot-

ing five feet high of Keene's cement. The walls and ceilings above this wainscoting are finished in a gray sand finish, it being the idea to pay special attention to the interior finish of the floors and having as little wood work as possible around the doors and windows and without base, except a cove at the intersection of the cement wainscoting and floor.

The system of heating and ventilation is known as the hot blast or fan system, being installed so as to be capable of renewing the air in the building every fifteen minues.

Particular attention has been paid to the lighting of the rooms, which have ample outside glass area to meet the requirements in this particular. All corridors and stairways throughout the building are straight and fire resisting and ample to comply with the laws of the state governing such buildings.

On the ground floor are located individual lockers for the students where they may place their books, wraps, etc. There are also a store-room for books, general store-room, stack-room for library, work room, students' lunch room, gymnasium, physical director's room, general lavatories and toilet rooms for students. The heating and ventilating apparatus is also located on the ground floor.

On the main floor, and opening off of the main central entrance, is located a general reception room on the right with connecting office and lavatory. On the left of the entrance is a class room with professor's private room having lavatory connecting.

Leading from the main central corridor, which divides the building in its length, are six class rooms of ample size to accommodate classes of forty students. The library is located on this floor and occupies the right wing of the building, with reference room and lavatory connecting. Class rooms occupy the left wing.

On the second floor, which is reached by two broad iron staircases, are located seven class rooms with professors' retiring rooms and lavatories.

On the third floor of the main central building are located two large class rooms and two laboratories. Here are found ample quarters for the Biological Department and the Department of Public-School Drawing. The wings, when completed, will furnish an Assembly Room, having capacity for

seating 500 people; well-arranged rooms for the Training School; and space for classes in manual training, domestic science, etc.

The main, central portion of the building is now completed. The wings will be put up just as soon as the needed money can be secured.

The Carnegie Library Building occupies a desirable position on the southwestern part of the campus. Its cost, with fixtures, is approximately \$55,000. Under certain conditions as to maintenance, Mr. Andrew Carnegie contributed \$30,000 of the cost of the building.

The design is classic. The body of the building, which is of brick, is faced with gray speckled pressed brick. The steps, platforms, window and door sills, window caps, belt course, and other cut stone trimmings are of buff Bedford stone. The roof is of red tiles.

The building has three principal entrances, all of which are emphasized features of the structure. In the basement is located the museum, the work room, the heating and fuel room, and toilet rooms for men and women. This basement is ten and one-half feet high in the clear and is well lighted.

On the first floor are located the general reading room, newspaper and periodical room, reference room, and gentlemen's room, all 18 x 26 feet. These rooms are well lighted and conveniently located to the general delivery room, which is octagonal and occupies the center of the floor above the basement. This general delivery room is twenty-eight feet in diameter having eight engaged columns which extend up and support the dome above. On either side of the desk in the delivery room is an archway leading back to the study and the room of the librarian. Adjoining the librarian's room and study and delivery room is a stack room capable of caring for sixty thousand volumes. Leading from this stack room is a stairway to the mezzanine floor, where an additional tier of stacks may be placed if needed. Beneath the stack room is the work room where books may be unpacked, rebound, etc.

WOMEN'S HALL

This is located nearly opposite the north entrance of the campus. It is a fine, commodious brick structure, heated by

and students. Excellent boarding can be had at moderate cost at the hall.

Hereafter all young women who are not residents of Athens will be required to reside in the dormitory unless the rooms are all occupied. Only in special cases will exceptions be made. This regulation has been adopted with a view solely to the best interests of the young women themselves and not with any purpose to restrict them in the enjoyment of every legitimate privilege. It is the aim of the management to make the place as attractive and pleasant as possible and at the same time to keep the cost as low as is consistent with the accommodations provided. The cost will range from \$3.25 to \$4.00 per week, according to the size and location of room. Everything is furnished except soap and towels. About thirty young women can be received.

LIBRARY AND READING ROOM

In the study of Literature and History the most important aid, in addition to a good teacher, is a large stock of well-selected books. In this respect the Ohio University is liberally provided. The college and society libraries contain about 19,000 volumes, a large part of which are of recent purchase. In addition to the books of a general character, the private libraries of the professors, which contain works of a more special character to the number of several thousand, are also accessible, under certain limitations, to the students. The reading-room furnishes access to the latest contributions on all topics under current discussion. Some of the largest works are not only useful for reference, but also for purposes of original investigation.

It is the special aim of the managers of the Library to acquire as rapidly as issued all the leading works bearing on Pedagogy whether in German, French, or English. A large number of works on this topic and the history of education is already on hand. The Library is so managed as to be accessible every day. The reading-room, in which are placed most of the reference books and all the periodicals, is accessible at all times. The reading of well chosen books not only tells the student what others have thought in every department of knowledge, but likewise stimulates him to think for himself. A good library is of itself a university.

APPARATUS AND CABINET

The departments of Mathematics, Astronomy, Psychology, Physics, Chemistry, Biology, and Electrical Engineering are well equipped with valuable apparatus, which is put at the personal disposal of the student. The subjects are illustrated upon the lecture-table, but it is insisted upon that a student really enters upon possession of his knowledge only when he has acquired skill in carrying on laboratory experiments by himself under the supervision of the professor.

The large Biological Laboratory has been fitted up with appliances suitable for pursuing extensive courses of study in the various departments of Biology, the selections being made with a view to furnishing each student with such apparatus, reagents, etc., as are necessary for independent work. To this end more than fifty microscopes have been provided and many duplicates of other appliances are at hand. Excellent histological apparatus is in use for freezing and sectioning, and the laboratory is also well-equipped for embryological and bacteriological work.

In the department of Physics, besides balances, specific gravity apparatus, pulleys, centrifugal devices, pumps, barometers, manometers, pendulums, and a great deal of other apparatus for the demonstration of the principles and laws of mechanics, etc., there are: a set of mounted tuning-forks for bows, a complete set of electromagnetic forks of various pitches, sonometer, siren, pipes, etc., for work in sound; lenses, prisms, mirrors, polariscopes, spectroscope, spectrometer, diffraction gratings, projecting lantern, cameras, etc., for light; radiometers, thermometers, calorimeters, and other apparatus for heat; and a very good equipment of dynamos, motors, calibrating and measuring instruments, resistances, galvanometers, condensers, magnetometers, induction coils, batteries, Wheatstone bridges, various forms of reversing switches and keys, electrometers, standard cells, electro-dynamometers, and a great deal of other apparatus suited to the general demonstration of the subjects of electricity and magnetism, and to the requirements of the electrical course outlined elsewhere in this catalogue. In addition to this there is ample equipment for individual laboratory work in both the beginning and advanced courses.

The chemical laboratory is equipped for work by the students in general chemistry, qualitative and quantitative analysis, and organic chemistry. The work tables for students are supplied with water and gas. Hoods are supplied for experiments upon the noxious gases. A still is set up for the continuous production of distilled water. The apparatus required by the student for the laboratory work is loaned to him and payment required at the end of the term only for what is missing or has been broken.

In the department of Paidology and Psychology a laboratory has been established. Rooms set apart for this department have been equipped with furniture and apparatus such as are needed for experimental work in these sciences. This equipment has been carefully made with the end in view of having a laboratory well arranged for carrying on both elementary and advanced work.

A fine set of surveying instruments of the most approved kind has recently been purchased for the students in field work. The cabinet affords important aid in the study of Mineralogy and Geology. But we are greatly in need of further contributions thereto, and to this end the assistance of the friends of the institution is greatly desired and earnestly solicited.

MAPS AND CHARTS

Excellent sets of maps, chiefly those of Kiepert and others published by Rand, McNally & Co., intended to illustrate the physical features and political changes of the historical countries of Europe and the East, have lately been added to the equipment of the institution. These, in addition to those already on hand, afford an important and well-nigh indispensable aid to the study of history and geography. The outfit in this regard is believed to be unusually complete.

ADMISSION AND DISCIPLINE

Entering the University will be considered a pledge to obey its rules and regulations. These are few and simple, appealing to the student's self-respect and sense of personal responsibility. Persons of known bad character or of lazy habits are not wanted and will not be retained unless they

show a decided desire to reform. Students from other colleges must present certificates of honorable dismissal.

Ohio University recognizes, and gives full credit to, the classification of high schools made by the State Commissioner of Common Schools. Graduates from high schools of the *first* grade can enter the Freshman class of the University of the State Normal College *without examination*, ample opportunity being given them to make up required work in which they may not have reached full college standing. Graduates of high schools of the *second* grade can enter the third year of some one of the courses of the State Preparatory School.

In all cases where students seek to enter any of the colleges or departments of the University, without examination, a "Certificate of Application for Admission," stating the subjects satisfactorily passed in the high-school course and signed by the local superintendent of schools or principal of the high school, must be presented. Certificates, enabling prospective students to comply with the conditions herein stated, will be sent to all applying for them.

Candidates for advanced standing are, in all cases, examined to ascertain their thoroughness and proficiency; but certificates from other institutions will be accepted for the amount of work done in the different departments.

In exceptional cases students are admitted to classes for a week on trial, without examination, provided the professors in charge are reasonably certain that they can maintain their standing.

Women are admitted to all departments of the University on the same terms and under the same conditions as those prescribed for men.

A record is made of the daily work of each student. When the standing of the student, as shown by this record and examination, falls below an average grade of 70 per cent., he must review the study. A record is also kept of each student's deportment. A low standing in either record is followed by private admonition, and notice is given to the parent or guardian.

Whenever the conduct of a student is such as to indicate that he is unfit to be a member of the University, either because of immorality or because of habitual neglect of his college studies, he will be requested to withdraw. But in the

latter case, his parents will first be notified, and if he is not withdrawn within a reasonable time, he will be dismissed.

Stress is laid upon the fact that no young man or woman need hesitate to enter the Ohio University for lack of means, or because of inadequate preparation. The surest guaranty of success is an honest and a determined effort to succeed. If the student has learned nothing more during the years spent in college than how to study and how to investigate any subject of which he takes hold, no matter how meager his knowledge may be at the start, he will be able to enlarge it with astonishing rapidity. His time thus spent, whether it be measured by terms or years, will have been wisely employed. Our age is sadly in need of men and women who have such a preparatory training for life's duties.

RELIGIOUS INFLUENCE

Students are required to be present at general exercises in the chapel every morning, unless excused by the faculty, and to attend public worship on the Sabbath; but the choice of the place of attendance is left with the student or his parents. A students' prayer meeting is held once a week, at which attendance is optional. The University is not sectarian, and no effort is made to inculcate the doctrines of any particular creed or denomination; but the utmost care is taken to promote sound and healthy religious sentiments. We feel sure that nowhere do these matters receive more careful attention.

The founder of the Ohio University believed that "religion, morality, and knowledge are necessary to good government and the happiness of mankind;" and it has been the steady purpose of those to whom has been entrusted the duty of carrying out his plans to insist on the intimate relation existing between the three. The good man, the good citizen is not he who is best informed, but he who is constantly inspired with the thought that his knowledge should be used for the good of his fellow-men. Knowledge without virtue is a curse and not a blessing. It is the constant policy of both Trustees and Faculty to inspire students with the love of knowledge, and with desire to practice religion and morality. Accordingly only those persons are invited to profit by the means of instruction here placed within their reach, who are

willing to conform their conduct as far as possible to the teachings of the Bible. We expect students who have spent some time with us to depart not only wiser, but also better, than they came. If such is not the case it will not be for want of care on the part of the Faculty.

YOUNG PEOPLE'S CHRISTIAN ASSOCIATIONS

Both the Y. M. C. A. and Y. W. C. A. have flourishing organizations connected with the Ohio University, and a large proportion of the students are members of one or the other. These hold meetings weekly or oftener, provide lectures on religious or Biblical topics, and take an active interest in promoting the spiritual, moral, and intellectual welfare of the entire student body. The management of the University is in hearty sympathy with the organizations and does all that is possible to aid them in their work.

FEES

There is no charge for tuition in any of the regular preparatory or collegiate classes, but all students pay a registration fee of five dollars per term. Besides this, instruction in the following branches is to be regarded as extra and must be paid as follows:

Piano, elementary	\$12 00
Piano, advanced	15 00
Voice culture	15 00
Use of piano, one hour daily.....	2 00
Bookkeeping	5 00
Stenography and typewriting	5 00
Painting	10 00

The fees in Music include the registration fee of five dollars.

The fees named are for *each* of the three terms of the college year. In all branches of musical instruction two lessons per week are given. For full statements regarding the work of the College of Music and the Commercial College see special announcements elsewhere. Instruction in Drawing and Vocal Music, in classes, is free to all students whose registration fees have been paid.

The regular fee in Chemistry and Electrical Engineering is one dollar per term to cover the cost of materials used. To this should be added a small charge for breakage—to careful students usually not more than a few cents. After the second term in Chemistry the regular fee is two dollars per term.

Those students who wish to pursue studies privately in the college departments for which they desire to have credit toward the attainment of a degree, will be required to pass an examination on each branch, and for this examination an extra fee of \$5.00 will be charged, which may, however, be remitted by a vote of the Faculty.

All fees must be paid within the first thirty days of the term. No exception can be made to this regulation. The registration fee must be paid when the student enters.

EXPENSES

Board can be obtained within a reasonable distance of the University at \$3.25 per week. By forming clubs, students may board at from \$1.75 to \$2.25 per week. Those students whose circumstances require it, are allowed to board themselves, by which means their expenses may be still further reduced; but this plan is not recommended, because likely to be prejudicial to health and good scholarship.

The actual cost of an education at the University will depend very much upon the disposition and habits of the students. The necessary cost is very low—as low as that of any institution affording equal advantages. It is earnestly recommended to parents not to furnish their sons or daughters with extravagant means. The scholarship and character of a student are often injured by a free indulgence in the use of money. Whatever is beyond a reasonable supply exposes him to numerous temptations and endangers his success and respectability.

As persons frequently wish to know, as nearly as may be, the cost of a student for one year at the Ohio University, the following estimates are here given:

LOWEST.		HIGHEST.	
Registration fee	\$15 00	Registration fee	\$15 00
Board in clubs, average ..	80 00	Board in private family....	140 00
Room	20 00	Room	30 00
Books	10 00	Books	15 00
	<hr/> \$125 00		<hr/> \$200 00

This estimate is for three terms or forty weeks, and includes all necessary expenses except washing, and a small fee for membership in the Literary Societies, the Athletic Association, and subscription to the college paper, "THE MIRROR." The additional charges for students who take electives in Chemistry and for the special class in Electricity are elsewhere noted.

METHODS OF INSTRUCTION

Instruction is given both by recitation and lecture. The constant aim in both is to awaken interest in study, to aid in the acquisition of knowledge, and to develop the power of thought and communication.

Some subjects can be better treated in lectures than others. The knowledge the student has of a subject is likewise a factor that is taken into account. The lecture method is generally better adapted to advanced students than to those who are still in the elements. After the elementary principles have been thoroughly mastered from the text-book, supplemented with such elucidations as seem to be called for, the student is generally prepared to profit by the lectures of the teacher, and to grasp the wider outlook that is the result of a knowledge of a subject rather than of the contents of any single book, or even of several books. In the observational studies the learner is, as far as possible, brought face to face with the objects themselves under consideration. The classes in Botany and Geology make excursions into the surrounding country for the purpose of collecting specimens and deriving scientific knowledge from original sources. The classes in Surveying and Mensuration have practice in the use of instruments in field work.

COURSES OF STUDY

Such courses of study have been adopted as experience has proved to be best adapted to the purpose of liberal education. The Classical course, in fullness and matter, will compare favorably with that of the best institutions. The Philosophical course is so arranged as to meet the wants of those who may prefer to study modern languages and English branches instead of Greek, for which French, German, and English are substituted. In the Scientific, prominence is given to Mathematics and the Physical Sciences.

The Normal College courses are intended to fit students for the profession of teaching. A fuller statement of their aims and methods will be found in another part of this catalogue.

Those who are able to attend for a short time only, may take a select course, provided the studies they wish to pursue are such as they are qualified to enter upon with advantage. But no student will take a study to which he has not been assigned or discontinue a study, without permission obtained from the Faculty

ELECTIVES

Each student in a regular course will be required to take at least fifteen class exercises per week, and no student will be permitted to take more than eighteen, unless some of the studies are *review* work, except on permission of the Faculty. This permission will be given only on the written request of the student. Students in any one of the courses can select subjects in any one of the others below the class to which they are assigned, but not above, except on approval of the Faculty, who must be convinced that they have had sufficient preliminary training to pursue the elected study with advantage. As will be seen, about half the subjects after the Freshmen year are elective. But in addition to these a large number of others are offered for the benefit of those persons who wish to specialize still further along particular lines. It needs to be noted, however, that they are not offered unconditionally. Regard will be had to the time at the disposal of the teachers and to the number of students taking any particular elective, as well as to their preliminary

training. In all cases where a student's knowledge of English is defective, he must pursue this branch until his deficiencies are made up.

During the past few years a number of students, both undergraduate and post-graduate, have pursued advanced studies on special lines. With the recent increase in the number of the Faculty a large number of students can be accommodated and in a larger number of branches.

DEGREES

The Bachelor's degree (A. B., Ph. B., B. S., or B. Ped.) is conferred upon students who have completed any one of the four courses laid down in another part of this catalogue. The fee for diploma is five dollars.

The Master's degree (A. M., Ph. M., M. S., or M. Ped.) will be conferred upon graduates of this or any other college who give evidence to the Faculty that they possess such literary and scientific attainment as will make them worthy recipients of it, and have, in addition, furnished a thesis after one year's work in residence. The fee for this degree is ten dollars.

No degree will be conferred until all dues are paid.

THE EMERSON PRIZE POEM FUND

The late W. D. Emerson, of the class of 1833, bequeathed to the Trustees of Ohio University the sum of one thousand dollars, the interest on which is to be awarded every second year to the student or graduate of the institution who shall write the best original poem. The awards have been as follows:

YEAR.	NAMES.
1893.....	Miss Carrie Schwefel.
1895.....	Miss Esther Burns and Mr. John H. Atkinson.
1897.....	Miss Virginia M. Houston.
1899.....	Miss Virginia M. Houston, Mr. John H. Atkinson, and Miss Willa C. MacLane.
1901.....	Miss Willa C. MacLane.
1905.....	Miss Winifred Richmond.

The following-named distinguished persons have served as judges: Miss Annie Fields, Mr. Maurice Thompson, Mr. E. C. Stedman, Mrs. Margaret E. Sangster, Mr. W. D. Howells, Mr. Clinton Scollard, Mrs. Ella Wheeler Wilcox, Prof. George E. Woodberry, Prof. W. H. Venable, Prof. George P. Baker, Prof. Henry Van Dyke, and Mr. Hamilton W. Mabie.

The thanks of the University authorities are due and are herewith tendered to the distinguished writers, who acted as judges, for the care with which they examined the verses submitted to them as well as for the interest they took in the competition.

For the information of future contestants, and others interested, the conditions of the competition for the Emerson Prize are herewith given:

Amount about \$50. Date of award not later than the opening of the Winter term, 1907.

The competitors must be either graduates or students in actual attendance at the University.

The poems must be in the hands of the President of Ohio University before the opening of the Winter term, 1907.

The prize will be awarded upon the merits of the production, not its length.

Anyone having, in any contest, been awarded first prize shall not again be eligible to contest.

The judges shall be three disinterested persons appointed by the President of Ohio University and the Professor of English Literature *ibidem*, who shall independently of each other pass upon the productions submitted to them.

In the preparation of the MSS. the following regulations are to be observed:

Use the typewriter.

Use paper eight and one-half by eleven inches.

Write only on one side.

Mark the MSS. with some pseudonym or character, and send this in a sealed envelope with your name and address to the President of the University. This envelope will not be opened until the award of the judges has been made.

LITERARY SOCIETIES

There are two literary societies in the University, the Athenian and the Philomathean. They occupy well-equipped halls in the former chapel building. The members have opportunity to exercise themselves in Declamation, Composition, and Oratory, and to become familiar with the modes of conducting business in deliberative assemblies. Debating clubs are also formed from time to time by those students who desire to have more extended practice in the public discussion of important questions.

The first annual contest in oratory, between the two literary societies, was held in the Spring term of 1901. Each succeeding Spring term of the college-year has brought a contest of a similar nature. The prizes have been as follows: First prize, \$30; second prize, \$20.

The results of the different contests are shown herewith:

YEAR.	SECOND PRIZE.
1901.....	May S. Conner Philomathean.
1902.....	James P. Wood, Philomathean.
1903.....	Albert J. Jones, Philomathean.
1904.....	Clarence Matheny, Athenian.

YEAR.	SECOND PRIZE.
1901.....	Lissa Williamson, Philomathean.
1902.....	Adam G. Elder, Athenian.
1903.....	Victor Alvin Ketcham, Athenian.
1904.....	Josephine Caldwell, Philomathean.

FACILITIES FOR PHYSICAL INSTRUCTION

GYMNASIUM—The University has a large gymnasium which has already been equipped with considerable apparatus, and the supply is being increased from time to time. The dressing-rooms are supplied with large lockers for clothing and with hot and cold shower baths. The use of the baths and the gymnasium is free to students. A deposit fee of *one dollar* is required, of each student, as a pledge for the proper care of his locker and key. This fee will be returned to the student, when leaving college, if the key is returned

and the locker left in good condition. In the conduct of the gymnasium the aim is not so much the development of a few gymnastic experts as the provision of wholesome exercise for the many. For this purpose regular instruction in light gymnastics is given for both ladies and gentlemen.

ATHLETIC FIELD—The athletic field is a level tract of ten acres, owned by the University and situated a few minutes' walk southward from the campus. The field has been equipped especially for base-ball and foot-ball. The campus itself provides room only for tennis-courts, and for a small practice ground close by the gymnasium.

SUPERVISION OF ATHLETIC SPORTS—The general supervision of athletic sports is vested in a Faculty Committee.

The Advisory Board consists of the officers of the Athletic Association. These boards, under certain regulations, have charge of all financial affairs of the Athletic Association and the arrangement of all intercollegiate games.

The Faculty Committee, composed of five members, has charge of all matters involving the relation of athletic sports to the University; for example, the eligibility of players proposed for any University team and the investigation of charges of misconduct on the part of players. The policy of the committee is to foster the spirit of honor and gentlemanliness in athletics, to suppress evil tendencies, and to see that play shall not encroach too much upon the claims of work.

REQUIREMENTS AND CREDITS—All students, from the first Preparatory year to the Sophomore year inclusive, regularly classified for scholastic work, are required to take at least two periods of gymnastic work each week, from October 1st to May 1st, unless excused by a physician's certificate or by vote of the Faculty Committee on Athletics. Credit is given to students of collegiate rank on the basis of credit for laboratory work, namely, three periods of exercise for one hour of credit, the maximum credit not to exceed ten hours per term.

DETAILED STATEMENT
OF THE
Departments of Instruction.

GREEK

CHARLES W. SUPER, *Professor.*

ELI DUNKLE, *Associate Professor.*

It is the aim of this Department to enable students to read the authors commonly read in colleges and to make them acquainted as far as possible with the literature and life of the ancient Greeks. In teaching the language, especially that of Homer, attention is drawn to those words that are etymologically related to other languages, particularly Latin, German, and English. Especial prominence is given, as the student progresses, to the following points: First, form; second, vocabulary; third, relation to cognate languages; fourth, literature and history. The ear is regarded as equally important with the eye in the interpretation of words. When possible, some entire work of an author is read, as it is believed that a more lasting and more satisfactory impression will thus be made on the mind of the student than by the use of selections only. It is a well-established principle in the study and teaching of the ancient languages that they should be made, as far as possible, the basis of a study of antique life. The Greek language embodies the experience of the most remarkable people of antiquity, — a people whose achievements in literature, in the arts, and in government have been, and doubtless will continue to be, inexhaustible sources of profitable instruction. It is here claimed that the study of the Greek language, together with all that should properly be taken in connection therewith, will contribute the most important elements of a liberal education. In our Preparatory Department we have attained the best results by keeping the student to the Attic Greek exclusively. In this

way, and we believe in this way only, can he be firmly grounded in the essential forms of the most important of the Greek dialects. With it as a norm he is best enabled to understand the variations exhibited by the other dialects, even those that are older. Equivalents offered by students who have prepared elsewhere will be recognized and full credit given. The authors read in the college classes vary somewhat from year to year. During 1903-4 the following works were studied: portions of the Iliad; selections from Herodotus, Thucydides, and Xenophon; four orations of Lysias. Jones's Greek Prose; Kitchel's Plato entire; the Gospel of Luke and several of the Pauline Epistles; Euripides's Alkestis and Elektra; Sophokles's Elektra and Oedipus Tyrannus; Aeschylus's Prometheus Bound.

More important, however, than any quantity of text perfunctorily read is a knowledge of the language and a true conception of Greek life and the artistic ideals of the Greeks. The college library is well supplied with works of reference to which every student has access and which he is urged to exploit to the fullest extent. But there are certain indispensable books which he must have at his elbow if he desires to make satisfactory progress and is not content merely to get the lesson for the day. These are a standard Greek Grammar; Goodwin's Moods and Tenses; Liddell and Scott's Lexicon; Peck's Classical Dictionary; a Classical Atlas. Some of these manuals are just as useful for the study of Latin as for Greek.

Students who wish to pursue Greek beyond the prescribed undergraduate course can be accommodated with three exercises per week for three terms, the subject to be studied or the authors to be read to be selected by the professor after consultation with the candidates. In addition to subjects exclusively Greek, one term in Greek History and one term in Comparative Philology may be taken.

LATIN

D. J. EVANS, *Professor.*

MARY ELLEN MOORE, *Instructor.*

Admission to the Freshman class, without conditions, is given students who finish the Preparatory course of the Ohio

University, and to those who bring from first-class high schools, certificates covering the same course, or an equivalent. This course is: Cæsar, four books; Cicero, seven orations; Vergil's Aeneid, Books I.-VI.; forty lessons in Latin Composition; and Roman History to the end of the Republic.

The work of the Freshman year is required for the degrees of A. B. and Ph. B., and consists of the study of De Senectute, De Amicitia, Livy, Horace's Odes and Epodes, and also weekly exercises in writing Latin. Credit of 156 hours is given.

The work of the Sophomore year is required for the A. B. degree, though 4th year Greek may be substituted for it. It includes the study of the Letters of Horace, Satires of Juvenal, selections from Seneca, Petronius, Pliny, and Quintilian. Credit of 117 hours is given.

ELECTIVES

1. A year is given to the study of the history of the Roman people to the end of the Republic, dwelling especially on the development of the constitution, growth of political institutions, and territorial expansion. Credit of 156 hours is given, but no credit is allowed unless the whole year's work is done.

2. Teachers' Course: Each Spring term a class is organized to qualify advanced students for teaching such Latin authors as are generally taught in first-class high schools. College credit of 24 hours is given for this work.

3. A one-year course in Medical Latin.

For 1905-6, students in Freshman Latin will provide themselves with Latin-English and English-Latin lexicons, Allen & Greenough's Latin Grammar, Bennett's De Senectute and De Amicitia, Peck's Livy, Books I., II., XXI., and XXII., Smith's Odes and Epodes of Horace, and Gow's "Classical Companions."

Students in Roman History (Elective) will be required to provide themselves with Epochs of Roman History and Classical Atlas.

The required work in Latin aims:

1. To teach students of fair ability to read understandingly the Latin authors usually studied in our colleges.

2. To enable students to translate at sight selections from Eutropius, Cæsar, Romæ Viri, and Cicero, and to write the Latin of simple English narratives.

3. To give as complete knowledge, as time permits, of Roman life and manners, customs, and political institutions.

4. To teach the pronunciation of Latin words and the scansion of Latin meters in most common use.

In the whole work the endeavor is to impress on the minds of students that the Latin is the language of a moral and practical people who left their mark on the world in law and government, and that "Rome is the center of our studies and the goal of our thoughts; the point to which all paths lead, and from which all paths start again."

Harper's Lexicon, Kiepert's wall-maps of the Roman Empire and of various countries, Smith's Dictionary of Classical Biography, and Smith and Seyffert's Dictionaries are freely accessible to students for reference in their work.

They have access also to Simcox's, Teuffel-Schwabe's (Warr's translation), and Browne's Histories of Latin Literature; and to Guhl and Koner's Life of the Greeks and Romans.

MATHEMATICS AND ASTRONOMY

PROFESSOR HOOVER.

In teaching the pure Mathematics, especial attention is directed to the value of the study as a means of training the logical faculties. Constant stress is laid upon the steps of reasoning which underlie the various processes; and it is insisted that the principal business of the college student of Mathematics is to apprehend these clearly.

FRESHMAN ALGEBRA — The continuation of Fisher and Schwatt's *Higher Algebra* used in the preparatory courses and starting with harmonical progression. In addition, the chapters on the binomial theorem, logarithms, permutations and combinations, variables and limits, the parts of Chapter XXXIII. on infinite series which contribute to the determination of the condition of convergency of the expansion of a binomial with any rational exponent, of the exponential and logarithmic series of Chapter XXXVIII., and of recurring series in Chapter XXXVII.; also, the parts of Chapter XXXV. embracing the theorem of undetermined coefficients and its ap-

plication to, at least, the expansion of rational fractions into series, partial fractions, and to finding "the general term"; recurring series, method of differences, interpolation, Chapters XXXIX. and XL. on determinants and the theory of equations, all illustrated by the solution of many original exercises.

SOLID GEOMETRY — This is regularly given in the Fall term. The abridged text of Phillips and Fisher is used. All the four books are taken, including all the original exercises. Constant attention is fixed upon the ultimate theorems to be established and thus the continuity and logic of the work are made prominent. Exact conception of the locus is distinctly aimed at, and considerable drill in mental work is given.

PLANE TRIGONOMETRY — There will be used, in the Spring term, the second revised edition of Wentworth's *Plane Trigonometry*. Hussey's mathematical tables will be used. Special emphasis will be put upon the analytical theory, and all parts of the work illustrated by large practice in the application of principles. In calculation the methods of the professional computer will be used.

SPHERICAL TRIGONOMETRY — Chauvenet's excellent and standard text is used. About all the text for which the student is, at this stage of his mathematical study, prepared is taken. Special pains is taken in computation.

ANALYTICAL GEOMETRY — Nearly all of Nichols's text is taken in the Winter term, special effort being put upon the original exercises. This branch is of great importance to engineering students. It is, besides, one of the most elegant undergraduate branches of study.

DIFFERENTIAL CALCULUS — This will be given in the Spring term of the Sophomore year. The whole of this part of Osborne's text will be used.

INTEGRAL CALCULUS — This is a continuation of the work of the previous term in Osborne's text and will be given in the Fall term of the Junior year. The method of limits is the basis for the theory. Extensive drill in integration is given the student that he may acquire skill in this refined and highly useful instrument of investigation.

APPLIED CALCULUS — This will begin in the Winter term of the Junior year and will be adapted to the wants of engineering students especially. The text used will be Perry's

Calculus for Engineers. It will furnish a review of the more directly practical parts of the two preceding terms in Osborne's text.

ANALYTICAL MECHANICS — Bowser's text, applying every previous mathematical course of the student, is taken in the Winter term of the Junior year, and affords the best chance of show of ability of the mathematics he has so far had. About three-fourths of this text is taken, most of which relates to Statics and Dynamics.

COLLEGE ASTRONOMY — Young's *General Astronomy* is used, most emphasis being placed upon the parts of a more mathematical character. As largely as possible, the student is made acquainted with the methods of the professional astronomer.

ELECTIVES — The following are among the electives in recent tests by the best American and British writers: Advanced Theory of Equations, including Advanced Determinants; Analytic Geometry of Three Dimensions; Differential Equations; Advanced Statics and Dynamics; Elliptic Functions; Spherical Harmonics; Least Squares; Mathematical Optics, and other mathematical Physics, with Theoretical Astronomy.

RHETORIC AND ENGLISH LITERATURE

PROFESSOR CHUBB.

The aim of the English Department is two-fold, to train the power of expressing thought, and to cultivate an appreciation of literature. In the classes in Rhetoric the main stress is placed upon the actual work in composition done by the student. In the study of Literature the endeavor is to quicken the artistic and æsthetic sense.

The Library is the laboratory of the English Department. In the study of an author different students are assigned different works for reading. Each student then reports, sometimes in an address, sometimes in an essay, upon the results of his reading.

When studying Literature emphasis will also be placed upon the practice of composition, and in the classes in Rhetoric much attention will be given to the study of Literature.

Preparatory to College English, the student must have a thorough knowledge of Grammar, and must have completed the following six terms' work or an equivalent:

PREPARATORY ENGLISH*

First Term: Composition and Rhetoric.

Second Term: American Literature — selections from Irving, Bryant, Whittier, and Poe.

Third Term: American Literature continued — selections from Holmes, Longfellow, Hawthorne, and Lowell.

Fourth Term: English Literature — selections from Shakespeare, Milton, Pope, and Addison.

Fifth Term: English Literature continued — Wordsworth, Coleridge, Carlyle, Burns, and Arnold.

Sixth Term: Composition and Rhetoric — a study of Description, Narration, Exposition, and Argumentation.

The Amount of College English Required for Graduation

For the B. S. degree, 150 hours' credit.

For the A. B. degree or B. Ph. degree, 198 hours' credit.

COLLEGE COURSES

Fall Term

1. TENNYSON — A study of the Idyls of the King, In Memoriam, The Princess, and some of the shorter poems. Three hours. (Required.)

2. SHAKESPEARE — Julius Cæsar, Macbeth, Hamlet, Othello. These plays will be studied in class. In addition four comedies will be assigned for cursory reading. One lecture a week will be given. Four hours. (Sophomore elective.)

3. COLLEGE RHETORIC — In this work the stress is placed upon paragraph-writing and editorials. Three hours. (Required for all degrees, Sophomore.)

4. HISTORY OF ENGLISH LITERATURE — A text is studied and each member makes a special study of a topic assigned. Four hours. (Junior required.)

*Much of the Preparatory English is done by the English Department of the State Normal College.

Before taking this course, students are required to have read the following English masterpieces: Shakespeare's Hamlet, Macbeth, As You Like It, and Othello; Milton's Paradise Lost, Book I., Lycidas, L'Allegro, and Il Penseroso; Bunyan's Pilgrim's Progress; De Foe's Robinson Crusoe; Swift's Gulliver's Travels; Pope's Rape of the Lock; Goldsmith's Vicar of Wakefield; Burns's Cotter's Saturday Night, The Twa Dogs, and Tam O'Shanter; Shelley's Cloud, Skylark, and Ode to the West Wind; Keat's St. Agnes, Grecian Urn, and Nightingale; Browning's Pippa Passes; Tennyson's In Memoriam and The Princess; Scott's Ivanhoe, Kenilworth, Talisman, *or* Woodstock; Eliot's Adam Bede, Mill on the Floss *or* Middlemarch; Dickens's David Copperfield, Pickwick Papers, Oliver Twist, *or* Old Curiosity Shop; Thackeray's Henry Esmond, Vanity Fair, *or* The Newcomes; Stevenson's Treasure Island, Master of Ballantrae, *or* David Balfour.

5. THE ENGLISH BIBLE—This course is offered by several professors. It is open to all. One hour. Given each term.

Winter Term

6. EMERSON—The prose of Emerson is studied, also Chubb's "English Words." Three hours. (Freshman elective.)

7. SHAKESPEARE—A study of the English Historical Plays in chronological order, King John, Richard II., Henry IV., Henry V., Henry VI., Richard III., and Henry VIII. Four hours. (Open to all who have taken the first term in Shakespeare.)

8. PUBLIC SPEAKING AND ARGUMENTATION—This course is to give a training in public speaking, special stress being placed upon argumentation. It is not intended to be a course in formal logic, but a study of the principles of argumentation as used in every-day life. Each student will appear at least once during the term in a public debate given in the University Auditorium. Alden's "Art of Debate" is the text used in connection with the study of specimens of argumentation. Open to all who have taken Course 3. Three hours.

9. BROWNING—A study of his shorter poems. Three hours. (Senior elective.)

Spring Term

10. BYRON, KEATS, AND SHELLEY. Three hours. (Freshman elective.)

11. CHAUCER — Three hours. (Sophomore elective.)

12. 19TH CENTURY PROSE LITERATURE — Ruskin, Carlyle, and Arnold are studied in class. Four hours. (Junior required.)

13. THE GREEK DRAMA IN ENGLISH — This course is for those who have no knowledge of the Greek drama in the original. Several of the plays of Aeschylus, Sophocles, and Euripides will be read. The course is open to those having taken the Shakespeare courses. It will alternate with the course in Chaucer. (Elective.) Three hours.

HISTORY, ECONOMICS, AND POLITICAL SCIENCE

PROFESSOR HIGLEY.

Modern European History

The growth and development of the great nations of the present time will be studied. Especial attention will be given to the countries of modern times whose history is closely connected with that of the United States. The evident decline of some of the nations of modern Europe will be noted and an attempt will be made to find the reasons therefor.

Some time will be devoted to a study of China and Japan.

Fyffe's "Modern Europe," Schwill's "Modern Europe," "World Politics," by Paul Reinsch, Noble's "Russia and the Russians" and the standard text-books on English and French history will be used in 1905-6.

United States History

The importance of the study of United States History in preparing citizens to exercise the duties incumbent upon them as members of the body politic is growing more apparent every year. Therefore the aim of the teaching in this de-

partment is so to read the history of the past as to throw light upon present civic and economic problems, and thus aid in their solution. The disciplinary value of the subjects included in this department is kept constantly in view. History is regarded as a record of the social, economic, moral, and political life of the people. Environment, former ideas, and changing industrial conditions are all considered as important factors in determining the course of events. The work of our great leaders in thought and action is studied carefully in connection with the history of the people. Students are encouraged to investigate the civic and economic questions of the present day with minds as free as possible from partisan prejudice and preconceived opinions.

The standard books in Civics and Economics are studied, and the views therein expressed are freely discussed in the class-room. Government publications, magazine articles, and other valuable material are read for the purpose of obtaining all the light possible upon the subject under discussion as well as to broaden the mental vision of the student. The work for the year 1904-5 was as follows:

Preparatory United States History — Required

FIRST YEAR: FALL TERM — History of the United States, three hours per week.

WINTER TERM — History of the United States, four hours per week.

SPRING TERM — Civil Government, five hours per week.

Collegiate History — Elective

FALL TERM — The Colonial Period and the Formation of the Union, four hours.

WINTER TERM — The Period of Slavery Agitation, four hours.

SPRING TERM — The Civil War and the Reconstructed Nation, four hours.

"The Epochs of American History" will be used as guides in the study of the above courses.

The "Life of Lincoln," will constitute the basis for the work of the Spring term.

Special Electives

FALL TERM — History and study of the Constitution of the United States, three hours. The Territorial Expansion of the United States, two hours.

WINTER TERM — Immigration and its Effects upon this country, two hours.

SPRING TERM — The History of Political Parties, three hours. Municipal Government, three hours.

In the Special Electives, the Madison Papers, The Federalist, Poore's Constitutions and Charters, American State Papers, Reports of Directors of the United States Mint, the Congressional Globe and Record will be used in connection with the standard histories. The volumes of Bancroft, Rhodes, Von Holst, Schouler, Pitkin, and the American Statesman Series are constantly at hand for reference. Hamilton's, Jefferson's, Clay's, and Calhoun's works are always accessible and often used.

Political Economy

FALL TERM — The Elements of Political Economy, Part I, three hours.

WINTER TERM — The Elements of Political Economy, Part II, three hours.

The work outlined above is required in the Collegiate Department. Laughlin's "Elements of Political Economy" will be the text used. The fundamental principles of the subject will be studied in the first term, followed in the second term by their practical application to the questions of to-day.

Elective Economics

WINTER TERM — Advanced Economics, three hours.

SPRING TERM — Money and Banking, three hours.

Hadley's Economics will serve as a text-book in the Winter term. F. A. Walker's Political Economy and Marshall's Principles of Economics will be used as references.

"Money and Banking," by Horace White, will be used as a text-book in the work of the second term.

PHILOSOPHY, ETHICS, AND SOCIOLOGY

PROFESSOR TREUDLEY AND PROFESSOR BACHMAN.

The purpose of the various courses offered in the accompanying schedule of work is not only to acquaint students with the general lines of philosophical thought but to aid them to acquire power to reflect upon the problems of life and conduct. If there be sufficient demand, special studies may be offered kindred and supplementary to those which are announced. It is the purpose of the department to make this work practical not only in so far as the individual's own thinking is concerned but as regards the bearings of these themes upon public life and private life.

COURSES OF STUDY**Fall Term**

1. **ETHICS**—Three hours per week. Required of all Junior students in the course leading to the degree of Bachelor of Philosophy, and of Normal-College students in the Sophomore year, and elective for all others of equal standing. The purpose of this course is to set forth the general principles of conduct with their application to life and character.

2. **LOGIC**—Four hours per week. Senior required.

3. **INTRODUCTION TO PHILOSOPHY**—Three hours per week. Required of all students in the courses leading to the degree of Bachelor of Philosophy and Bachelor of Pedagogy and elective for Junior and Seniors in other courses. This course is intended in part to prepare the way for the courses offered in the History of Philosophy in the two succeeding terms and in part to assist students to become familiar with the nature of the problems springing out of the immediate world by which they are surrounded.

Winter Term

1. **SOCIOLOGY**—Three hours per week. Required of all students in the course leading to the degree of Bachelor of

Philosophy in the Junior year, and of all Normal-College students in the Sophomore year, and elective for all others of equal standing.

2. HISTORY OF PHILOSOPHY—Three hours per week. Required of all students in the course leading to the degree of Bachelor of Philosophy and elective for all other students of Junior and Senior standing. Particular study will be made of Greek philosophy and its bearing upon subsequent thought.

3. ETHICS—Three hours per week. Elective for Juniors and Seniors and students having had first term Ethics. This course is designed to supplement the work offered during the Fall term by extending it so as to include a further study of the more fundamental questions affecting the individual and social life.

Spring Term

1. HISTORY OF PHILOSOPHY—Three hours per week. Required of all students in the course leading to the degree of Bachelor of Philosophy and elective for all Juniors and Seniors in other courses. Special study will be made of Modern Philosophy.

2. SOCIOLOGY—Three hours per week. Elective for Juniors and Seniors and students having had the first term in Sociology. The purpose of this course is to supplement the required course in Sociology and to present a consideration of the historical growth and development of existing social institutions.

BIOLOGY AND GEOLOGY

PROFESSOR MERCER.

WILLIAM F. COPELAND, *Assistant.*

This Department embraces all the subjects properly belonging to Biology, together with Inorganic and Organic Geology.

The work in Zoology begins with the Fall term of the Freshman year. Abundant opportunity is offered for field

work. In addition to the material gathered by the class, use is made of preserved marine types which are received from time to time for the purpose of dissection. Each student is required, also, to spend some time in the Zoological Museum, which contains many valuable specimens.

The student enters the laboratory at the very start, and such types are placed before him for examination and dissection as will lead him step by step to correct habits of observation, by which he is enabled to comprehend the close relations of one form of life to another. As this work is in progress, the subjects under examination are fully discussed, and, on the completion of each dissection, the student is examined upon the work done. Drawings are required of the different parts and organs, in all cases. After a few types have been studied in the laboratory the subject of classification receives careful attention.

An advanced course in Zoology is offered in the college proper, and a scholarship has been established which insures free tuition and laboratory privileges at the Marine Biological Laboratory, Cold Spring Harbor, Long Island, to the student in this Department doing the highest grade of work. The importance of the advantages thus secured cannot be overestimated, as the student is given abundant opportunity to study marine life amidst its proper environments. He will, to this end, be expected to assist frequently in dredging, for which a naphtha launch is provided.

The course in Preparatory Physiology aims to give a good general knowledge of Anatomy and Hygiene, and the functions of the different organs. Occasional dissections are performed before the class, and some laboratory work is required of all. In the collegiate course this subject is studied by more advanced methods. Osteology receives close attention, and each student is expected to give some attention to dissection, besides making a practical study of a few histological structures. Physiological principles and theories are discussed according to the latest investigations; and, in this connection, experiments are performed in the laboratory. The department is supplied with a valuable skeleton and superb French anatomical models. (For more advanced work in Anatomy and Physiology, see Preparatory Medical Course.)

Elementary Botany is required in all the Preparatory courses except the classical. Work begins with an observational study of germinating plantlets, all students being required to sow the seeds of several representative plants and to make careful drawings of the different stages of growth. Leaves, roots, and stems are studied from the objects as far as practicable, and careful dissections of certain typical flowers precede the regular work of Systematic Botany. As time permits, the student is given some insight into the microscopic structure of plants by practical work in the laboratory. An herbarium of not less than forty plants will be required of all, or an equivalent in laboratory work. In the collegiate course the student is set to work at once with the microscope, the object being to secure a knowledge from actual observation of the general anatomy and physiology of plants. This is followed by work upon the Cryptogams, and all will be encouraged to make some special investigations for themselves.

The University is thoroughly equipped for work in General Biology, a required subject in all the collegiate courses. A biological laboratory has recently been completed and fitted up with modern apparatus, including a steam sterilizer, fine optical appliances, dissecting instruments, water bath, paraffin bath, CO₂ freezer, Minot Microtome, etc. The student is given practical training in Microscopy, and is taught the process of staining and preparation of permanent mountings. It is the intention to give a thorough knowledge of the structure and mode of growth of typical plants and animal forms, and the laboratory work is accompanied with lectures, in which the composition of organisms, methods of reproduction, development, and other biological subjects are discussed.

At an early stage of the work in Geology, such objective study of minerals is pursued as will enable the student to comprehend the composition of rocks, which is next taken up. To supplement the text, lectures may be given from time to time upon Dynamical, Structural, and Paleontological Geology, and these subjects are further studied in the field. Work is also offered in Determinative Mineralogy. A large cabinet of minerals is open at all times to the student of Geology.

The stereopticon is in constant use in the Department to illustrate the lectures. The facilities for making lantern slides

are such that many additions are made annually to the already quite complete set of over eight hundred slides.

WORKS OF REFERENCE—Parker & Haswell, Text-book of Zoology, Schafer, Text-book of Physiology, Marshall & Hurst, Practical Zoology, Stewart, Manual of Physiology, Bessey's Botany, Goodale's Physiological Botany, Gray's Structural Botany, Wolle's Diatomaceæ of N. A., and Desmids of the U. S., Strasburger's Manual of Vegetable Histology, Goebel's Outlines of Classification and special Morphology, Vine's Physiology of Plants, DeBarry's Comparative Anatomy of Phanerograms and Ferns, Huxley's and Martin's Biology, Sedgwick and Wilson's Biology, Packard's Zoology, Lang's Vergleichende Anatomie der Wirbellosen Thiere, Landois's Physiology, Stirling's Histology, Piersol's Histology, Shafer's Essentials of Histology, Carpenter's The Microscope, Frey's Microscopical Technology, LeConte's Elements of Geology, Dana's Manual, Dana's Mineralogy, Crosby's Mineralogy, Lyell's Principles of Geology, Geikie's Text Book of Geology, Government Reports, complete sets of the American Journal of Morphology, Illustrated Flora of the Northern United States and Canada, by Britton and Brown, Schafer's Text-book of Physiology, Chavau's Comparative Anatomy of the Domesticated Animals, and Campbell's Text-book of Botany.

CURRENT JOURNALS—American Naturalist, Science, American Journal of Anatomy, Biological Bulletin, Journal of Applied Microscopy, Ohio Naturalist, and the reports of all the leading scientific societies.

Preparatory Biology

Fall Term—Physiology and Hygiene.

Winter Term—Botany.

Spring Term—Botany.

This work is required of all students five hours each week for the entire year.

College Biology

Fall Term—Vertebrate Zoology. (Sophomore elective) 4.

Osteology. (Sophomore elective) 4.

Histology. (Junior elective) 5.

Geology. (Senior required) 4.

Structural Botany. (Senior required, if Geology is not taken) 4.

Winter Term — Invertebrate Zoology. (Freshman required) 2.

Anatomy. (Sophomore required) 4.

Histology. (Junior elective) 5.

Embryology. (Junior elective) 5.

Human Anatomy. (Elective) 4.

Spring Term — Invertebrate Zoology. (Freshman required) 4.

Physiology. (Sophomore required) 4.

Embryology and Bacteriology. (Junior elective) 5.

Nature Study. (Required of all Normal students; elective for all other students) 4.

Summer Term — Entomology. (Elective for all college classes) 4.

The regular college work mentioned in the above schedule is offered as follows: Anatomy, Physiology, and Botany.

All the college courses are laboratory courses. It requires two hours of actual work in the laboratory for one hour credit. All four-hour courses are made up of at least two laboratory periods and two lectures or recitations each week of the term, and all other laboratory courses in the same proportion.

Any student electing the course in Histology, Embryology, or Bacteriology, must plan to take the entire work of the year.

Description of Courses

ANATOMY — The laboratory work will be mainly dissection of the cat or rabbit and the study of microscopic sections of all the important organs.

PHYSIOLOGY — The course will consist of at least two lectures or recitations one hour each and two laboratory sections of two hours each, every week of the term. This will be a course of actual demonstration of the functions of the different organs of the body. For example, the student actually tests the action of the reagents found in the gastric juice upon the food principles. He then uses the gastric juice prepared from the stomachs of different classes of animals, and tests its action upon different foods, the changes thereby being brought before the eye.

HISTOLOGY — This course includes a careful study of technic; taking fresh tissue and carrying it through to the finished

slide by the most approved and modern methods. The student also makes a study of the finished slide and makes drawings of many type tissues. This course is designed thoroughly to fit the student preparing for the study of medicine, as well as to give the student in general a thorough idea of the structure of the human body preparatory to the study of physiology.

BOTANY — Study begins with the plant cell and traces the development of the plant through the successive orders to the flowering plants. Attention will be given to living plants, including plant histology and a general consideration of all the life principles involved in plants.

INVERTEBRATE ZOOLOGY — The course in Zoology takes up the study of animal life in the line of development, beginning with the amoeba and tracing the line by means of type forms through the succeeding orders to the vertebrates.

BACTERIOLOGY — This course is mainly one of technic. The student prepares all the common media, inoculates specimens of many of the different forms of bacteria and studies the growth and action of the same. He also gets a fair idea of the methods of identification of common forms, making slides from the cultures.

EMBRYOLOGY — In this course the student follows carefully the development of the chick, makes slides of the embryo at different ages from four hours up to seventy hours, and prepares museum specimens of the chick from that to twenty-one days. He supplements his work with careful reading and comparisons with the development of the mammal, and makes dissections of a fetus of pig or cow.

ENTOMOLOGY — It is designed to be one of Nature Study. Insects will be the basis of study. The plants associated with the insects will be studied and their relations pointed out. The anatomy of the insect will be studied from the locust, dissections being made by the students. This course, given only during the Summer term, will be strictly scientific, while the plan will be to adapt it to the wants of public school teachers. It is designed to create an interest among teachers in nature study, in order that they may stimulate to better advantage the observing powers of the pupils who come under their instruction. Collections of insects will be made and classified,

thereby gaining the required knowledge to make a private collection or one for each public school.

NATURE STUDY— This course is given during the Spring term. It is a course especially adapted to the teachers in the public schools. It will include a study of birds, insects, flowers, and trees in the field. The field of this course is so large that the main object of the work will be to interest the student in nature by giving him a course of observation lessons. Each division of this course will be taken up in a thoroughly scientific method as far as it is studied so the student will be gaining actual classified knowledge while he is becoming interested in the things around him.

Preparatory Medical Course

It is desirable in many cases that students looking forward to the medical profession should, after spending four years in collegiate work, be admitted to advanced standing in medical schools, whereby a year's time may be gained. With this object in view, the Department of Biology now offers such work as is, in conjunction with Physics and Chemistry, recognized by the best of these schools the full equivalent of a year's professional study. The Departments of Physics and Chemistry furnish abundant opportunities for the work required in that direction. The biological work is, from the very outset, suited to the needs of the medical student. To this end it properly begins with General Biology, to be followed by a comparative study of animal forms and of phanerogamic and cryptogamic plants. The development of some vertebrate is closely studied, and preparations of embryos are required of each student. Throughout the course close attention to laboratory work is insisted upon. Practical instruction is given in the preparation of microscopic objects, and the student is taught the technique of section cutting and mounting. Human anatomy is studied under the most favorable conditions. Each student is required to dissect not less than one quarter. Arrangements have been made whereby students of the University are allowed, under certain conditions, to attend post-mortem examinations and to assist in the work. The laboratory is provided with modern apparatus for

accurate investigation of disease germs, and the student is therefore required to do practical work in the all-important subject of Bacteriology.

The graduate completing this course may receive credit for one year's work in the regular course of study at the Medical College of Ohio, Starling Medical College, Columbus, and other medical schools; and also will be admitted into the second year of the four-year course of study in the Medical department of the University of Pennsylvania and Jefferson Medical College, upon presentation of a certificate signed by the professor in charge.

Among the books of reference to be found in the library may be mentioned Gray's Anatomy, Quain's Anatomy, Holden's Anatomy, Landois and Sterling's Physiology, Hertwig-Mark's Text-book of Embryology, Lehrbuch der Vergleichenden Entwicklungsgeschichte (Korschelt & Heider), Minot's Human Embryology, Zeigler's General Pathology, Stoehr's Histology, Von Kohlden's Pathological Histology, Korschelt & Heider, Text book of Embryology of the Invertebrates, Wilder and Gage's Anatomical Technology, Wiedersheim's Comparative Anatomy, Sternberg's Bacteriology, and standard tests and guides in Histology. The following subjects are comprehended in this course: General Biology, Zoology, Mammalian Anatomy, Human Anatomy, Histology, Physiology, Structural and Systematic Botany, Vegetable Histology, Embryology, and Bacteriology.

PHYSICS AND ELECTRICAL ENGINEERING

PROFESSOR ATKINSON.

GEO. E. McLAUGHLIN, *Practical Engineering and Shops.*

JAMES O. WRIGHT, *Mechanical Draughting and Laboratories.*

1. ELEMENTARY PHYSICS — This work is required in the first and second terms of the third preparatory year in all the courses of study. Recitations three times a week; laboratory work four hours a week; lecture on laboratory work once a week. A laboratory fee of fifty cents a term is charged. The class-work will not be required of those having a diploma from a First Grade high-school; but the laboratory course will be required of all high-school graduates and others who have

not had its equivalent. Carhart and Chute is used as textbook.

2. **GENERAL PHYSICS**—This course is required throughout the Junior year of the Scientific course, and is open as an elective to students in other courses, provided they have the preparations required of students regularly in this course. In all cases the course in General Descriptive Chemistry, or its equivalent, must precede this course in Physics. Hereafter, also, a knowledge of Analytical Geometry and Calculus will be required. The instruction consists, first, of class work, with experimental demonstrations; second, of individual laboratory work of an advanced character. As an outline of class work, Hastings and Beach will be used, though references to numerous works on Physics, particularly on special subjects in Physics, will be given as supplementary to the text. The laboratory portion of the work will be adapted to the requirements of Junior students and will presuppose the work in Course I, or its equivalent. Recitations three times a week, laboratory six hours a week. Ames & Bliss, Nichols, Stewart and Gee, Millikan, Ferry, and other authors are used as laboratory references.

3. **PHYSICAL LABORATORY**—This will be a special elective course in heat and light, given in the Senior year and open to those who have already had 1 and 2.

4. **PHYSICAL LABORATORY**—This is elective, and will be open on the same terms as 3. The course consists of exact measurements in electricity and magnetism. A very excellent special laboratory is now used for the work of this course, and the aim is continually to improve the facilities. Nichols, Stewart and Gee, Kempe, Carhart and Patterson, Stine, and Ayrton, will be used as references. Class work twice a week. Laboratory six hours a week during third term.

PHYSICAL LABORATORY—This is an elective course, given in the first term, Senior year, consisting of a study of dynamo electric machines to the end of determining and plating their characteristics, efficiency, regulation, etc. Lectures twice a week. Laboratory six hours a week.

The fee for laboratory privileges is fifty cents a term.

Electrical Engineering

The rapid development of electricity for the purpose of light and power, and its general introduction into all forms of industry, have created a demand for men well-qualified in this branch of engineering. The profession now offers excellent opportunities to young men, and the field is so broad that the chances for rapid promotion are very flattering to those properly qualified. The thoroughly educated man who combines practical experience with his theoretical knowledge of electricity and magnetism is in special demand; for many now engaged in this work are poorly fitted for its duties. The University does not lose sight of the fact that mind training is its chief business. Yet it is the guiding principle of this Department that the education of the mind is none the less efficient for making use of the materials for this purpose which may at the same time be applied by the trained mind to earning a livelihood. We hold that, instead of being opposed, these two features are correlative.

The University possesses an excellent incandescent lighting plant, used for lighting the buildings and campus, with the design of extending to the student practical training in the construction, operation, and care of electrical and steam machinery. The plant is modern in all its parts, and meets our present requirements for light and power quite satisfactorily. Very extensive additions to the electrical equipment have been made recently. Both direct and alternating currents are used. The switches and fittings on the boards, wiring and general installation are all the work of students. Modifications and extensions from time to time give others excellent opportunities to obtain valuable practice. This practice also includes dynamo and engine tests, attaching indicators, obtaining and interpreting cards, valve settings with and without the indicator, etc.

The equipment for practical work includes several direct current generators, and motors of various sizes; an alternator, a double current generator, a rotary converter, an induction motor, and several transformers; also such additional apparatus as impedance coils, tachometers, contact-makers, photometers, wattmeters, and all the necessary testing and measuring instruments.

The electrical profession requires a great deal of mechanical ability and training in the use of tools for both wood and metal. The Department is provided with shops for both, a large forge and lathe room having been recently provided in the basement of Ewing Hall as a further addition to our facilities in this direction. These shops are provided with wood and metal working lathes, and a complement of the necessary tools. Additions to the shop facilities are being made continually. As will appear from the course outlined below, while mastering the use of tools, the student is taught the construction of useful pieces of apparatus for laboratory purposes. The ability thus to construct apparatus and machinery, to preserve the proper relations of the several parts in fitting them together, and in overcoming the difficulties that may arise in embodying one's ideas, has a very great educational value aside from its practical aspect. Each student this year in the second-year course designed and constructed an electric motor or a transformer.

Elsewhere are indicated the Courses of Study in this Department. To this is added, however, seminary work with references to the leading treatises on electricity and engineering. Periodicals, such as the American Electrician, Electric World and Engineer, Power, Scientific American and Supplement, Electrical Review, Electricity, Street Railway Journal, Physical Review, and Engineering Magazine, are kept on file easily accessible, and are included in the seminary references. For the practical plant work there is a division of those in this course on duty each night. Each engineer is required to observe the steam pressure, and the load of each machine; attend to the oiling and wiping; keep up the fire and water; care for the pumps, injectors, etc. There is co-operation with the superintendent of the city arc-light and incandescent plant, an alternating system, and additional time is spent in learning its care and operation under competent supervision. The State Hospital has a model incandescent plant which is also utilized in instruction. The student in all this work is taught to operate the plant with the object of attaining its highest efficiency, and to study the greatest economy in the use of all supplies for consumption.

REQUIREMENTS—This work is elective as a whole, and those taking it must pursue the course regularly in its order unless a portion of it has been previously taken. Hereafter no one will be permitted to begin the theoretical portion of the work until he has passed the first, second, and third terms of Algebra and Plane Geometry as indicated in the second year of the Preparatory course, and has completed the three terms of English marked in the Preparatory course; this includes two terms of Literature and one of Rhetoric. Those not prepared in these branches may be permitted to take up free-hand and mechanical drawing, while making up this work in the Preparatory Department. The higher branches, Analytical Geometry, Calculus, and Analytical Mechanics are strongly recommended to students in Electricity, even though enrolled in the Short Course. Physics and Chemistry are required as indicated. When the Short Electrical Course and the auxiliary studies are completed, a certificate will be issued showing the character of the work done. Also, where it is deserved, a recommendation will be issued showing the student's ability in theoretical and practical electrical and steam engineering. The course is subject to such changes from time to time as the profession requires, and as the proper treatment of such studies makes necessary. For the regular Degree Course, see catalogue under "Courses of Study." This course is urgently recommended in each case.

For the present there will be a charge of fifty cents a term for each laboratory course, and students will be held responsible for all breakage and damage. The charge for students in Electrical Engineering will be five dollars a term, the regular contingent fee. Those who are not electrical students, but who wish to take mechanical drawing, may do so on payment of one dollar per term in addition to the contingent fee.

Any one wishing to spend less than two years will be required to pursue the course regularly as far as he goes. New light is given and new opportunities appear very often after one year spent in the pursuit of this work. Inquiries concerning the course will receive prompt attention.

CIVIL AND MINING ENGINEERING
FACULTY*

ALSTON ELLIS, PH. D., LL. D.,
President.

LEWIS J. ADDICOTT, B. S.,
Professor of Civil and Mining Engineering.

WILLIAM HOOVER, PH. D., LL. D.,
Professor of Mathematics and Astronomy.

ALBERT A. ATKINSON, M. S.,
Professor of Physics and Electrical Engineering.

WILLIAM B. BENTLEY, PH. D.,
Professor of Chemistry.

EDWIN TAUSCH, PH. D.,
Professor of Modern Languages.

The Department of Civil and Mining Engineering, of Ohio University, was created by action of the Board of Trustees in the summer of 1904. It was established, primarily, to provide adequate facilities for the training of young men to take active part in the development of the coal industry of Southeastern Ohio. However, it has a much broader scope. The course is so arranged as to provide thorough and practical training in Civil Engineering, and its relation to the Mining Industry.

FAVORABLE LOCATION -- Ohio University is located in the central part of the great coal-producing section of the state. Athens County, since 1900, has produced more coal, annually, than any other county in Ohio. The close proximity to the mines makes this an ideal place to study the practical methods of mining. The topography of the surrounding country is such as to offer exceptional advantages for the study of

*The work in Science, Mathematics, Modern Languages, and English is done in the regular University classes.

engineering practices. Altogether, no other locality in the state affords such excellent opportunities for practical and profitable study of Civil and Mining Engineering.

LIMIT OF COURSE—The course covers a period of four years. In that time, such subjects are considered as will prove most beneficial to the student in the actual practice of his profession. Such attention is given to the theory of all subjects as will enable the student to solve new problems as they arise.

HELPS—Field instruments and laboratory equipment will be provided, as occasion demands, for the proper presentation of every subject in the course.

THESIS WORK—Every student graduating from this department must prepare a thesis upon some scientific subject, to be approved by the head of the department and handed in at least one week before Commencement Day. A student must begin work on his thesis at the beginning of the Winter term of his Senior year. He may, however, begin at the opening of the Fall term of his Senior year, if he so desires.

THE DEGREE GIVEN—The Degree of Bachelor of Science (B. S.) in Civil Engineering will be conferred on those completing the regular course; but no degree will be conferred in Mining Engineering. No attempt has been made to offer instruction in Mineralogy, Metallurgy, Assaying, etc., but the character of the work offered is of such a nature as to enable the graduate to take up the practical side of Mining, as carried on in the coal fields of our country.

REQUIREMENTS—The requirements for admission are the same as for the Scientific Course in the College of Liberal Arts, except Latin is not required. Extra work will be required in German, French, or Mathematics if Latin has not been taken.

REFERENCE WORKS—The leading periodicals and magazines relating to Civil and Mining Engineering are in the department library and are accessible to the students at all times.

SHORT COURSE—For those who are not able to stay four years, a shorter course has been arranged in which field and draughting-room practice constitute the principal part of the work. Enough theory is given to make the work intelligible.

CHEMISTRY

PROFESSOR BENTLEY.

JOSHUA R. MORTON, *Assistant*.

The aim of the Chemical Department is two-fold. It offers to the general student the opportunity of becoming acquainted with the general principles of this science and gives him practice in some of the methods used in the chemical laboratory. To a smaller number of students the Department offers superior facilities for more advanced work both theoretical and practical, organic as well as inorganic. In the rooms recently equipped for advanced work every convenience is supplied. The Department is also accumulating a library of reference books which will meet the requirement of the students who make chemistry their special field for work.

Courses

1. **GENERAL DESCRIPTIVE CHEMISTRY**—This course consists of three lectures or recitations and four hours' laboratory work per week during the Fall and Winter terms. The lectures will be illustrated with experiments and with stereopticon views on applied chemistry. In the laboratory the student will study the preparation, properties, and reactions of the various elements and compounds considered. This course requires no special preparation, and it or an equivalent must precede all other courses in chemistry. It is required of Sophomores in the A. B. and Ph. B. courses and for Freshmen in the B. S. course.

Holleman's Inorganic Chemistry, Newth's Inorganic Chemistry, and Remsen's College Chemistry are recommended as reference books for students in this course.

2. **QUALITATIVE ANALYSIS**—A laboratory course of three hours per week for two terms is offered. The first term's work may be done at the same time with the second term of Course 1, or by doubling the working time the whole work may be done in one term. The student will become familiar with the tests applied for the identification of bases and acids in insoluble as well as in soluble substances.

3. **ORGANIC CHEMISTRY**—A short course in this subject will be offered for the Fall term and will consist of three

recitations per week. The course will give a general knowledge of the subject. Laboratory work in organic preparations may be arranged for if desired.

4. THEORETICAL CHEMISTRY — This course will consist of three recitations per week during the Winter term. It will supplement the theoretical work done in Course 1, and will give the student some acquaintance with the more recent developments in theoretical chemistry. Course 4 should be preceded by Courses 1, 2, and 3.

5. ELECTRO-CHEMISTRY — Three recitations per week are given in the Spring term. This course is a continuation of Course 4 and should be preceded by it. Le Blanc's *Electro-Chemistry* will be used as a text-book.

6. QUANTITATIVE ANALYSIS — A laboratory course, the equivalent of three hours per week, for three terms, is presented. The course will give practice in all the more general methods of quantitative analysis, both gravimetric and volumetric. It should be preceded by Course 2, but may be taken in conjunction with it.

7. ADVANCED PRACTICAL CHEMISTRY — A laboratory course equivalent to three hours per week to be devoted to such work as the student may elect. This course follows Course 6.

8. TECHNICAL CHEMISTRY — This course will consist of lectures, recitations, and reports by the students. It will be shaped to suit the wishes of the class and will secure a credit of three hours per week. This course will be open only to those who have taken Courses 1 to 6 inclusive or their equivalents.

9. METALLURGY — A general treatment of the subject occupying three hours per week throughout the year. Previous training in general and analytical chemistry is essential. Roberts-Austen's *Introduction to the Study of Metallurgy* will be used in this course.

MODERN LANGUAGES

PROFESSOR TAUSCH.

The entire course in German covers a period of four years. The first two years are required of all students in the Philosophical and Scientific courses. Two courses are offered as electives — a year of reading the classics with composition and a year of reading modern writers with conversation, of-

ferred alternately. The course in modern writers will be offered in 1905-1906.

Preparatory German

First and Second Terms — Keller's *First Year in German* with written exercises, five hours a week.

Third Term — Keller's *Second Year in German* with written exercises, five hours a week.

Collegiate German

First Term — Keller's *Second Year in German* with written exercises, four hours a week.

Second Term — Lyrics and Ballads, four hours a week.

Third Term — Historical prose, four hours a week.

Elective German

First Term — A study of Freytag's *Soll und Haben*, two hours a week.

Second Term — A study of Hauptmann's *Versunkene Glocke*, two hours a week.

Third Term — Scientific German, two hours a week.

French

The course in French is required of all students in the Philosophical and Scientific courses.

First Term — Grammar, five hours a week.

Second and Third Terms — Grammar and Foncin's *Pays de France*.

Elective French

First Term — Modern narrative prose, two hours a week.

Second Term — Selections from the French drama, two hours a week.

Third Term — Scientific French, two hours a week.

Elective Spanish

First Term — Grammar with reading and recasting the parables of the New Testament, three hours a week.

Second and Third Terms — Light prose, three hours a week.

Students who wish to pursue the study of German, French, or Spanish beyond the requirements for undergraduates, can generally be accommodated.

DRAWING AND PAINTING

MARIE LOUISE STAHL, *Instructor.*

The great importance of the study of drawing is coming to be recognized by our best educators. Dr. Denman Ross, of Harvard University, in a speech delivered at the dedication of the Rhode Island School of Design, said: "The arts first, pure learning and science afterward, then all together. That is the programme of the new education which is going to give us the wisdom of life with the power of art; the education which is going to teach us what to do and how to do it. Those who can go to college ought to acquire a very considerable training in the principal arts and knowledge of the best thought that has been put into them."

There is perhaps no other study that develops so many phases of man's nature as the study of art. It makes one think, observe, gives skill with the hand, creates a love for the beautiful in nature and in art, or, in other words, cultivates the æsthetic sense which has a direct moral influence and expresses itself in our daily life. "What we like determines what we are, and is a sign of what we are, and to teach taste is inevitably to form character." The work in this Department is carried on as much as possible after the manner of our best Art Schools. The studio is well equipped. Perspective is taught from interiors, etc., and varies the work from still life casts, and the living model. Any individuality in the student is encouraged and no fixed methods are insisted upon. In painting, instruction is given in oils, water colors, pastels, and porcelain decorations for which a kiln has been provided. Some knowledge of form, proportions, and mass of light and shade is necessary through the study of charcoal drawing before the student can begin to paint. Instruction in out-of-door work will be given to those desiring it, who are sufficiently advanced. A number of the best art periodicals, as well as other works on art, are kept in the studio to which the students have access.

ELOCUTION

Instructor.

The aim of this instruction is both educational and artistic; to cultivate a personal taste for literature and the ability to interpret and express it.

Great attention is paid to the individual needs of the student. Each student must commit and prepare for rendition selections advised by the instructor, upon which he receives individual work. From time to time recitals are given to accustom the pupil to freedom in addressing public audiences. The course includes (a) Voice Culture, Proper Breathing, Tone Production, Modulation, Range, Flexibility, Voice Use, Development of Color, Accent, Emphasis, Inflection; (b) Physical Culture, Gesture Action, Study of Attitudes, Poise and positions, Delsarte Training, and Pantomime; (c) Mental Culture, Analysis of Selections, Training for Will Power, Emotional Appreciation and Imagination.

Anyone wishing to take more advanced work can make special arrangements with the instructor.

For class work in the regular course there is no fee, but for private lessons the rate is as follows:

Per term (24 lessons)	.	.	.	\$12 00
Single Lessons	.	.	.	75

COMMERCIAL COLLEGE

Faculty *

ALSTON ELLIS, PH. D., LL. D.,
President.

CHARLES M. COPELAND, B. PED.,
*Principal and Instructor in Accounting and
Commercial Law.*

MABEL K. BROWN, PH. B.,
Instructor in Stenography.

MINNIE FOSTER DEAN,
Instructor in Typewriting.

GEORGE C. PARKS,
Instructor in Penmanship.

Ohio University began, in 1893, to offer courses in commercial studies. The increasing demand for this kind of work justified the establishment and equipment of a separate department in 1899, with a course of study consisting largely of commercial branches and some required work in English and History. This arrangement gave the regular students of the University an opportunity to elect this work as part of their college course, and it is gratifying to note that many have improved the opportunity. These and the special students who had a good preparatory training were greatly benefited and those who desired it have had no trouble in finding employment. But the greater part of the special students with meager preparation were poorly equipped for a successful business career even after they had made a good record in their commercial studies. The result of this experience has been the

*The required works in English, Modern Languages, Economics, Mathematics, Science, and History will be taken in the regular University classes.

establishment of the Commercial College of the University with a course of study covering four years of required work, of which two years are preparatory and two collegiate, as outlined elsewhere in this catalogue.

Students in the Commercial College have the same privileges in the University library, reading-room, literary societies, and gymnasium as regular students, and may enter any of the preparatory or collegiate classes without extra charge. Commodious rooms in the new building have been well equipped for this work. The commission, wholesale and retail offices and the bank, in the office department, are models in arrangement, fixtures, and supplies. Here students receive the training that comes from filling the principal as well as the subordinate positions in such offices. In the bank they pass from the work of collection clerk to that of bookkeeper, teller, and cashier; in the railroad office they are agent and clerk; in the commission office, receiving clerk, shipping clerk, bookkeeper, and manager; in the wholesale office, shipping clerk, bookkeeper, and manager. The typewriting room is well supplied with standard machines.

ADMISSION — Students wishing to take the Commercial Course will receive credit for whatever work they may have done elsewhere, provided they are able to present proper certificates from school authorities, or to pass a satisfactory examination upon entrance. Graduates of high schools having a four-year course will be admitted to the Two-Year Collegiate Commercial Course without condition.

DIPLOMAS AND COLLEGE CREDIT — Diplomas will be granted to those who complete the full Commercial Course. Students in other departments of the University may elect commercial studies and receive credit to apply on their regular courses. Students who have completed the Commercial Course will be granted a degree upon their completion of the additional work leading to that degree.

SPECIAL STUDENTS IN ACCOUNTING AND STENOGRAPHY — Persons wishing to take only Bookkeeping or Stenography will be admitted as special students. Certificates showing the nature of the work done and signed by the President of the University and Principal of the Department, will be issued to students who complete three terms of Accounting or Stenography and have credit for the English, History, and Civics re-

quired in the first preparatory year. A passing grade in Penmanship will be required of those who receive the certificate for Accounting.

FEES — All students pay a registration fee of \$5.00 per term. Besides this, there is an extra fee of \$5.00 per term, for Stenography. The fee for Typewriting alone is \$2.00 per term. The fee for the diploma is \$5.00, and for a certificate, \$1.00.

POSITIONS — The University does not guarantee positions to graduates in any of the courses. However, only a small number of those who make a good record in work and conduct have trouble in finding desirable employment. The management of the Commercial College has always taken much interest in recommending students to places which they can fill, and no school in the country can show a larger percentage of its graduates at profitable employment. On account of the limited scholarship required in the average commercial school, its product is not in favor with progressive business men. A general culture as well as a knowledge of commercial branches is demanded of those who seek important positions. Such a course as the one outlined in this catalogue will meet the approval of those who are looking for competent help, and the young man or woman of good character who completes it will be in demand.

COMMERCIAL TEACHERS — High schools of all grades are organizing commercial courses. This creates a demand for competent teachers of commercial branches. The competition for these places is not strong, for many of those who are acquainted with the subjects to be taught are not eligible to high-school positions on account of limited education or a lack of experience in teaching. Teachers who have had successful experience would do well to consider the commercial course of this College, with a view to high-school work. While pursuing this course they would have an excellent opportunity to study Methods in Teaching in the classes of the State Normal College of the University.

Description of Work

Those studies in the Commercial Course which are not described below are outlined under the head of the department to which they belong.

ACCOUNTING—Five hours per week for two terms. Beginning classes are formed each term. Ample practice is given in the system of accounts used in the various kinds of business from retailing to modern banking. It is the aim of this course to give the students a wide acquaintance with business methods and to secure proficiency in opening and closing books, journalizing, rendering statements, tracing errors, analyzing accounts, and drawing business papers. This course prepares teachers to teach Bookkeeping in high schools.

OFFICE PRACTICE AND BANKING—Five hours per week for one term and open to students who have taken Theory of Accounts. This work is on the inter-collegiate communication plan, and the transactions are with students of other colleges. The business correspondence growing out of purchases, sales, remittances, collections, making settlements, and adjusting accounts, carried on with a number of advanced students in other cities, each one anxious to maintain a good record for his school, must certainly develop a high grade of efficiency in all the student's work.

COMMERCIAL LAW—Three hours per week in the Winter and Spring terms. This work deals in a general way with the subjects of contracts, agency, partnership, corporations, sales and negotiable paper, and is intended to give students a practical acquaintance with the fundamental principles of each. Considerable time will be spent in studying actual cases and in drawing business papers.

CORPORATION ACCOUNTING—Three hours per week in the Fall term and open to students who have had the required work in Theory of Accounts. This is a course in the organization, management, financing, and accounting of corporations.

STENOGRAPHY—In the business and professional world of to-day there is a constantly increasing demand for good stenographers. It is the aim of this department to fit young people to meet this demand. The instruction is arranged with a view to thoroughness, and special attention is paid to the elementary principles of the subject, as it is believed that only in this way can good results be obtained. The course covers three terms, or ten months of five recitations per week, but students may complete it in less time if they have the ability to do so. Beginning classes are formed every term.

While the demand for stenographers is increasing every year, the standard of proficiency is steadily rising. In order to obtain and hold a good position the stenographer must be able not only to take notes rapidly and accurately, but to transcribe them intelligently. No person whose education in English is deficient is prepared to do this, no matter how great his skill as a stenographer. The courses in English in the University are open to all students in stenography without extra charge, and those who need instruction in English branches should avail themselves of the opportunities offered.

TYPEWRITING—The student's first efforts are directed to acquiring a command of the keyboard by the touch method. This is followed by dictation drills leading to high speed in writing. Throughout the entire course daily supervision is given each student's work. During the second and third terms a systematic study is made of Capitalization and Punctuation, for which a credit of two hours per week is given. Benedict's *English Punctuation* is the text now in use. All kinds of business and legal forms are studied, and as soon as possible the student is required to transcribe his shorthand notes. The typewriter room is amply supplied with new standard machines and tabulators, and is equipped with mimeograph, letter-press, and other means of manifoldng. Before the course is finished the student is required to become proficient in the use of these appliances.

Beginning classes are formed each term.

PENMANSHIP—Students in the Commercial course who do not write a good hand are required to take regular instruction. The constant aim in all exercises is to develop plain writing with an easy, rapid movement. Ornamental work will be given to advanced students who desire it.

COMMERCIAL COURSE

Preparatory			
First Year		Second Year	
First Term		First Term	
Elementary Rhetoric,	(5)	Elementary Physics,	(5)
Physical Geography	(5)	English Literature,	(5)
U. S. History,	(5)	Ancient History,	(5)
Beginning Algebra,	(5)	Psychology,	(5)
Drawing,	(1)		

Second Term.		Second Term.	
American Literature,	(5)	Elementary Physics,	(5)
U. S. History,	(3)	English Literature,	(5)
Algebra,	(5)	Mediæval History,	(5)
Elementary Physiology,	(5)	Commercial Geography,	(5)
Drawing,	(1)		

Third Term.		Third Term.	
American Literature,	(5)	Advanced Rhetoric,	(5)
Civil Government,	(5)	Plane Geometry,	(5)
Algebra,	(5)	Modern History,	(5)
Botany,	(5)	Commercial Arithmetic,	(5)
Drawing,	(1)		

First Year		Collegiate		Second Year	
First Term				First Term	
Accounting,	(5)			Corporation Accounting,	(8)
Freshman English,	(3)			A Modern Language,	(4)
Freshman U. S. History,	(4)			Political Economy,	(2)
A Modern Language,	(5)			Stenography,	(5)
Penmanship,				Typewriting,	
Second Term				Second Term	
Advanced Accounting,	(5)			Commercial Law,	(3)
Freshman English,	(3)			A Modern Language,	(4)
Freshman U. S. History,	(4)			Political Economy,	(2)
A Modern Language,	(5)			Stenography,	(5)
Penmanship,				Typewriting,	(2)
Third Term				Third Term	
Office Practice,	(5)			Commercial Law,	(3)
Freshman English,	(3)			A Modern Language,	(4)
Freshman U. S. History,	(4)			Money and Banking,	(3)
A Modern Language,	(4)			Stenography,	(5)
Penmanship,				Typewriting,	(2)

Substitutions in the above course may be made upon the consent of the Faculty.

COLLEGE OF MUSIC

ALSTON ELLIS, PH. D., LL. D.,
President.

PROFESSOR JAMES PRYOR McVEY, DIRECTOR,
Voice and Piano.

MARGARET EDITH JONES,
Piano, Voice, and Harmony.

NELLIE H. VAN VORHES,
Piano and Virgil Clavier.

CLARA BANCROFT,
Piano and Voice.

MINNIE L. CUCKLER,
Piano.

JOHN N. HIZEY,
Violin.

This being a College of the University, its students are given the opportunity to acquire a liberal education which is necessary for a complete rounding of a musical course. Too much stress cannot be laid upon this peculiar advantage—to the college student, that of the culture and refined taste which must come of the association with a school of music, its recitals, concerts, lectures, etc.,—to the student of music that of the intimate connection with a great seat of learning, having its libraries, laboratories, and lectures, its learned men and its classic traditions.

COURSES OF STUDY**Elementary Work**

Children should have instruction as early as possible that they may cultivate the talent with which they are naturally endowed. This instruction should be the best, since without a good foundation no artistic excellence is possible. Even in the elementary department the pupils appear early in recitals thus acquiring ease and precision.

Preparatory Work

Technique is carefully studied. Care is taken to correct previous habits acquired from poor teaching. Taste and style

are cultivated and the student is taught to grasp intelligently the composition and ideal of the composer.

Normal and Artist Department

For those who expect to teach and those who expect to do concert or other professional work, the opportunities offered are excellent. Students of this College of Music have already gone into the different professional fields and have met with success born only of faithful study and excellent training. Special illustrated lectures on the art of teaching will be given and students from the different departments will be chosen to appear before the normal classes.

The sight-singing and choral classes will give helpful training to those who expect to take up choir work or to teach music in the public schools. The frequent students' recitals and concerts, the oratorio or opera given by the College, will afford ample opportunity for those who expect to become professional artists.

Course in Piano

GRADE 1. — Theory of technique, simple exercises; little studies of Kohler, Gurlitt, Czerny, Loeschorn; elementary pieces by Clementi, Mozart, Gurlitt, and others.

GRADE 2. — Czerny's School of Velocity, studies by Duvernoy, Heller, Loeschorn; sonatinas of Mozart, Clementi, Kuhlau; pieces of Reinecke, Gurlitt, Heller, and Schumann.

GRADE 3. — Loeschorn Studies, op. 67; Czerny School of Velocity; Bach's Inventions (two-voice); Trill Studies of Krause; Octave Studies by Jean Vogt or Kullak; Easier Studies of Cramer; Sonatas of Haydn, Mozart, Beethoven; pieces by Lack, Godard, Chaminade.

GRADE 4. — Studies by Cramer; Octave Studies of Wolff; Daily Studies, Czerny; Bach Inventions (three-voice); Sonatas, Mozart, Dussek, Beethoven; Selections from Mendelssohn, Chopin, Schubert, Schumann, Raff, Scharwenka, Godard, Chaminade, Leschetizky, Tchaikowsky, and others.

GRADE 5. — Clementi's Gradus ad Parnassum, Tausig's daily exercises, Mason's Touch and Technic, Bach's Well-tempered Clavichord, Chopin Studies, Henselt Studies, Sonatas of Beethoven; Liszt's Rhapsodies; Compositions of Mendelssohn, Moscheles, Chopin, Rubinstein, Raff, and others.

Course in Vocal Culture

Individual voices differ so widely in their needs that this course can be indicated only in a general way.

GRADE 1. — Lessons in breathing, voice placing, intervals, exercises for blending registers, tone-production (continued throughout the course as needed); Studies by Concone, Vaccari, and others; easy songs by American, English, and German composers.

GRADE 2. — Intervals with portamento, scales, arpeggio, solfeggio; Studies of Concone, Marchesi, English Ballads, Mendelssohn's Songs, Sacred Songs.

GRADE 3. — Scales, arpeggio, turns and trills in more rapid tempo, vocalises of Concone, Marchesi, English, German, French, and Italian songs; more difficult church music.

GRADE 4. — Major and minor scales, chromatic scales, Concone's Fifteen Vocalises, recitative and aria, German, French, and Italian Opera, easier oratorio arias; more difficult songs of Schubert, Schumann, Grieg, Jensen, Liszt, Lassen, Brahms, and others.

GRADE 5. — Bravura and Coloratura singing; difficult concert songs; complete opera and oratorio with traditional rendering; special study of Creation, Redemption, Elijah, Messiah, and the Passion music of Bach.

Students of voice expecting certificates must know enough of piano to play simple accompaniments.

Pipe Organ Course

Students of organ must have had at least one year's work in piano.

GRADE 1. — Stainer's Organ Primer, Merkel's Organ School, Rink's Second Book; Hymn Playing, Transposition; Theory.

GRADE 2. — Dudley Buck's Studies in pedal Phrasing, Rink's Third Book; easier church anthems, accompaniments; Harmony.

GRADE 3. — Lemmon's Organ School Part 1, Rink's Fourth Book; pieces by Batiste, Wely, Widor, West, Guilmant, and others; Counterpoint.

GRADE 4. — Rink's Fourth Book, Mendelssohn's organ

sonatas, Bach's Fugues; accompaniments and Masses, oratorios, etc.; Counterpoint, Canon, and Fugue.

Course in Violin

GRADE 1. — Hermann Method — Book 1, Kayser — thirty-six progressive studies Op. 20, (Nos. 1 to 18), Easy Pieces by Dancla, Papani, Bohm, Hermann, etc.

GRADE 2. Hermann Method — Book 2, Schradieck — Finger Exercises, Kayser — thirty-six progressive studies Op. 20 (Nos. 19 to 36), Mazas Etudes Op. 36. Selected pieces for violin and piano.

GRADE 3. — Schradieck — Scales, Kreutzer — Etudes, Florillo — Etudes, Concertos by Rode, De Beriot, Solos by Alard, Rode, etc.

GRADE 4. — Schradieck — Chord studies and double stops, Rode — twenty-four Caprices, Alard — twenty-four Caprices Op. 11, Concertos and solos by Rode, Viotti, De Beriot, etc.

GRADE 5. — Bach's Sonatas for violin solo, Schradieck — twenty-four studies Op. 1. Dont Gradus ad Parnassum Etudes et Caprices Op. 15, Solos by Wieniawski, Vieuxtemps, etc.

Harmony and Composition

The completion of this course is required of all who expect a certificate in piano, voice, or violin. Text-books will be at teacher's discretion.

GRADE 1. — Intervals, definitions, scales, chords in all keys, formation of the chord of the Seventh, resolution of the dominant seventh in all keys, harmonizing given basses, writing from sound, diminished sevenths, resolutions, augmented chords.

GRADE 2. — Modulation, suspensions, writing from sound continued, open harmony, passing notes.

GRADE 3. — Harmonizing melodies, practical harmony, improvisation, single and double chants.

GRADE 4. — Chorals, harmonizing a given soprano, alto, tenor, and bass. Harmony in more than four parts.

A choral club meets once a week for the study of oratorio and opera.

A class in sight-singing meets daily.

Students' recitals are given every two weeks, all the students in turn appearing, at the discretion of the teachers.

Examinations are held at the beginning of each term for admission to the college orchestra.

Languages

No vocalist is properly prepared for his work who is not able to sing in German and French as well as in English. In this particular the advantages of this school are superior to those of any similar school of music, the University course in these tongues being open to all. Instruction is given also in the pronunciation of Spanish, Hebrew (for synagogue singing), Latin (for Catholic church music), and Italian.

Band and Orchestra Instruments

Instruction can be had in cornet, clarinet, mandolin, guitar, etc., if desired.

Expenses, Including Registration Fee

Piano Lessons (two per week)	elementary grades....	\$12 00
Piano	" " advanced grades.....	15 00
Voice	" "	15 00
Violin	" "	15 00
Organ	" "	15 00
Rent of piano one hour a day.....		2 00
Vocal sight-reading, daily.....		1 00
Concerts		50

Students of the College of Music are entitled to pursue other regular college work without paying additional fees.

Every student is under the rules of the University and can profit by its advantages.

THE STATE NORMAL COLLEGE
OF
OHIO UNIVERSITY

FACULTY*

ALSTON ELLIS, PH. D., LL. D.,
President.

HENRY G. WILLIAMS, A. M.,
*Dean of the Normal College, and Professor of
School Administration.*

FREDERICK TREUDLEY, A. B.,
Professor of Educational Methods.

OSCAR CHRISMAN, A. M., PH. D.,
Professor of Paidology.

FRANK P. BACHMAN, A. B., PH. D.,
Professor of the History and Principles of Education.

EDSON M. MILLS, A. M., PH. M.,
Professor of Mathematics.

HIRAM ROY WILSON, A. M.,
Professor of English.

MARY ELLEN MOORE, A. B.,
Instructor in Latin.

EMMA S. WAITE,
Principal of Model School.

CORNELIA I. GASKELL,
Instructor in Drawing.

LILIAN TODD,
Instructor in Drawing and Hand-Work.

LILLIE A. FARIS, AMY M. WEIHR, PH. M., B. Ped.,
OLIVE A. WILSON,
Critic Teachers.

*The instructors named above teach principally in Normal College classes. Members of the University Faculty have work, in the Normal College, of a nature indicated by the University Departments with which they are connected.

TRAINING FOR TEACHING AT OHIO UNIVERSITY

For nineteen years, the Ohio University has made provision for the training of teachers in its Normal Department. This owes its existence to legislation, May 11, 1886, whereby the sum of \$5,000 was appropriated for its establishment. The appropriation was accepted by the Board of Trustees and made effective through the efforts of its committee, the chairman of which was Dr. John Hancock, since deceased. This committee placed Dr. John P. Gordy at the head of the new department and its special work was entered upon in September of the same year. Two courses of study were offered, an "*Elementary*" and an "*Advanced*," and the latter was made equal to and parallel with the other college courses then existing.

At the regular session of the 75th General Assembly of Ohio, H. B. No. 369 — Mr. Seese — became a law.

The State Normal College of Ohio University owes its existence to a provision of this Act. Section 2, of said Act, requires the University Board to organize "a normal school which shall be co-ordinate with existing courses of instruction, and shall be maintained in such a state of efficiency as to provide proper theoretical and practical training for all students desiring to prepare themselves for the work of teaching."

Section 3 creates a fund for the support of the "Normal School," amounting, in the case of the Normal College of Ohio University, to about \$38,000 per annum.

The law explicitly states that the school shall be established for the training of "*all* students desiring to prepare themselves for the work of teaching." This is surely comprehensive enough to permit the carrying on of all grades and kinds of normal-school work. In fact the language used is mandatory and contemplates the founding of a school in which the graduates of the common school, the high school, and the college shall have opportunity for "theoretical and practical training" for the work of teaching. At present, in Ohio, there are twelve times as many teachers employed in elementary schools as in high schools. Important as is the work of the high-school teacher, that of the elementary or primary teacher is, admittedly, more so. The latter work is

fundamental, and upon its character depend in large measure the breadth, depth, and ultimate value of much of the work of the secondary school. Then, too, it must be kept in mind that by far the greater number of those enjoying public-school advantages never, as pupils, see the inside of a high school. These considerations suggest that normal-school work should, first of all, be planned to meet the wants of those preparing for service in the elementary schools. The higher grades of academic and professional training will follow, in any rightly-ordered, well-rounded scheme of normal-school organization, as a matter of course.

THE FUNCTION OF THE NORMAL SCHOOL

In a general way it may be stated that the function of a normal school is to train persons for the work of teaching. If teaching is to become a profession in the true sense, those who expect to follow it must receive special training. By professional training we mean a special training beyond mere scholarship in language, art, mathematics, science, history, etc., including special preparation and training in those lines of thought and action which have to do particularly with the teaching process. This preparation should include a broad scholastic training as a foundation upon which should be built the superstructure of special knowledge. No amount of knowledge of pedagogy will take the place of a broad culture in literature, history, science, mathematics, and other generally recognized college subjects, but this knowledge of pedagogy and related professional subjects is very essential in the equipment of a man or woman trained for the school-room.

Persons who expect to enter the profession of law, ministry, medicine, or dentistry, are first required to obtain a somewhat broad scholastic training upon which is built a professional knowledge looking to the particular profession they desire to enter. It is this special training that furnishes the equipment that makes a man a physician rather than a lawyer. In three of the professions named the state not only protects those who wish to enter the profession, but also protects the people served by the members of that profession by making statutory requirements of those who seek admission to it.

Surely the work of teaching should require as much special training as that of any of the other callings named. Before a man is permitted to extract your teeth he is required to produce evidence of professional fitness, and that evidence must have state recognition. It is not so with those who pretend to teach. Not even high-school graduation is required by the laws of this state. There is absolutely no restriction as to scholarship, age, or special fitness, except as found in the judgment of the county or city examiner. Why should the training of the common school or the high school bring a person nearer the threshold of one profession than that of another? If teaching is ever to become a profession the need of this special training must be recognized. Teaching is such a difficult, complex, and ever-changing process that more skill is required to teach a growing child as he should be taught, than to try a case before the bar of justice. To unfold the possibilities of a child's soul is a more delicate matter than the compounding of medicines or the use of the surgeon's knife. To unfold the senses, train the intellect, and direct the will of the child require more discipline of mind and a greater breadth of view than to preach a sermon.

Approximately 26,000 teachers are necessary to supply the public schools of Ohio, 24,000 of whom are required for the elementary schools—that is, the grades below the high school in the towns and cities and the ungraded schools of township and village districts. It has been somewhat carefully estimated that about 6,000 of these teachers are new in the work each year. This means that an equal number of teachers leave the work of teaching each year. Various causes may be given for this constant changing in the personnel of the great body of teachers. Who are these 6,000 young, inexperienced teachers admitted to the school rooms of Ohio each year, armed with the protection which a teacher's certificate affords? They are usually earnest, wide-awake young men and women (or boys and girls) who are anxious to do their best—to teach according to the best models they have had presented to them. Very few are college or normal-school graduates. Not many are graduates of high-schools. These new teachers are usually young people, who by their own efforts, unaided or misguided, have obtained enough technical knowledge to enable them to pass a teach-

er's examination, but who have formed no adequate conception of the duties and responsibilities of the teacher; young people who are entirely ignorant of the great body of fundamental knowledge underlying the science and art of teaching.

Although high schools are multiplying rapidly and are growing more and more efficient year by year, yet many of these young people have never had the opportunity of high-school training. Besides, a knowledge of high-school subjects is not required of the applicant who seeks admission to the examinations for teachers' certificates. Therefore, high-school graduation can not wisely be made the standard of admission to our State Normal Schools so long as the laws governing the certification of teachers remain as they are at present. The State can not wisely close her doors against these young people who seek admission to the profession, nor against that large body of teachers already enrolled in the work who have educational qualifications but little higher than the graduate of the common schools. Better training must be provided for them. The law establishing these State Normal Schools says that they shall "provide theoretical and practical training for *all* students desiring to prepare themselves for the work of teaching." The needs of the class referred to as graduates of the common schools or as those having only equivalent education, are carefully met by the course of study beginning at the point of graduation from the common schools. In this connection we desire to call attention to the five-year course in Elementary Education, found elsewhere in this catalogue. Attention is also called to the fact that persons holding a teacher's certificate may complete this course in four years or less. Teachers of much experience may enter the two-year course and be conditioned on preparatory work.

Much has been said and written concerning the relative strength of normal-trained and college-trained teachers. It must be admitted that a person who has learned how to do a thing can do it better than one who has not learned how. The scientific purpose of the normal school is to teach persons how to teach, but such knowledge must presuppose a knowledge of what to teach. The teacher who is to be capable of the best service should have both scholastic and professional training. It must not be forgotten that normal

training is not necessarily all professional, so called. The school that can combine these two essentials in the teacher's preparation should certainly be sought. In the Normal College of Ohio University this happy combination is found. Each of the courses offers collegiate training in academic and culture studies in addition to the training along distinctively professional lines. All studies in the several courses in the College of Liberal Arts are open to students of the Normal College. To be admitted to any of the regular courses in the Normal College a student must have made a preparation equal to that required for admission to any other regular college course. No one need fear that the instruction in the State Normal College will be in any sense inferior to the best instruction given in the University, as Normal College students are taught in the same classes by the same professors, and have access to all the privileges of the University.

But there are now engaged in the schools in Ohio thousands of worthy teachers who could not measure up to the ideal standard of college admission. They will give the schools more years of service than many of those who spend years in preparation. If, therefore, the purpose of the normal schools in Ohio is to provide better teaching for the children in the public schools of the State and thus give back to the people something in return for their support of the normal schools, should not the normal schools open their door to these teachers? Such teachers are encouraged to attend the State Normal College of Ohio University where they will be carefully guided in the selection of such studies as will make them more efficient. Our duty in this matter is plain.

The attention of prospective students is invited to the several courses of study, in the State Normal College, found elsewhere in this catalogue. These courses have been prepared with much care and represent the results of a careful study of the courses in operation in all the leading normal schools in this country, together with the ripest wisdom and best judgment of those who have given many years to a study of the training of teachers. The experiences of other states have been of service in mapping out such courses of study as will best fit the local conditions, as regards the needs of the great mass of the teachers, existing in Ohio.

COURSES OF STUDY — The five-year course in Elementary Education is designed for those who have less education than that obtainable in a high school of the first grade, under statutory classification. Students are admitted to that year or class in this course for which their previous attainments qualify them. Persons who hold any grade of teacher's certificate will be excused from the work in the common branches in the first year of this course.

The two-year course in Elementary Education is designed for those who have graduated from high schools of the first grade or who possess equivalent scholarship. Both courses in Elementary Education lead to a diploma from the Normal College.

The four-year courses in Secondary Education are the equals in scholastic requirements of any other courses in the University.

THE MODEL SCHOOL

One of the most essential and fruitful courses offered by the best State Normal Schools in this country is the course of training in observation and teaching in a well-organized and properly conducted Model School. Such a school should enroll as its pupils all classes and grades offered by the community. Actual conditions must be met by the students who are studying the problems of school administration. They must see and study real and average pupils rather than ideal and select pupils. Their experiences in school management, school discipline, course of study, grading and classification of pupils, and dealings with patrons and school authorities must be such as they may reasonably expect to meet in the discharge of actual school duties.

The Normal College of Ohio University conducts a Model School on just such a plan as above outlined. The Board of Education of Athens set apart a certain portion of the village of Athens as "the University District," and all the children of school age residing in this portion of Athens, and who would otherwise attend the corresponding grades in the public schools, attend the Model School, consisting at present of all primary grades. The work will be extended to other grades as rapidly as conditions will permit. The Model School is in every sense a free public school. Each depart-

ment, or grade, is taught by a skilled, well-trained teacher. The entire school is under the charge of a Training Teacher who has enjoyed superior advantages and whose training fits her most eminently for this responsible work.

Students of the Normal College are given exceptional opportunities for training in the actual work of teaching. This training in the Model School consists of courses in Observation, in Methods, and in Teaching. The minimum amount of teaching required is one hundred and fifteen hours, except in the case of a teacher of much experience who is able to demonstrate her ability to teach according to right methods in less time than that.

DEPARTMENT OF SCHOOL ADMINISTRATION

PROFESSOR WILLIAMS.

The general aim of this department in the Normal College is to give the student a broad and comprehensive view of the various factors in school administration, to give him a detailed and critical view of the problems of school organization, school management, school discipline, school hygiene, school architecture, the course of study, the classification and grading of pupils, and to lead him to understand school law as it relates to school administration. The courses may be briefly outlined as follows:

1. School Administration and School Law

This is a three-hour course for one term and includes a study (1) of School Organization under the heads of parties to the school organization, a study of existing systems, the function of the public school, the teacher as a factor in organization, etc.; (2) School Law, including a critical study and analysis of the Ohio School Laws and topical study of the school laws of other states with a view to an analysis of the relation of school law to the effectiveness of school systems; (3) School Hygiene, including school architecture, school environment, ventilation, lighting, seating, fatigue, contagious disease, defective hearing, and defective vision; (4) School Management and School Discipline, with their various problems. The Ohio School Laws will be made the basis of the work in School Law.

2. The Elementary Course of Study

In this course of three hours for one term the great problem is to know how to shape the school to conform to the child's mental nature, how to adjust the work of the school so as to give the child at all times the amount and kind of work needed at various stages of his development, and how to determine what is of most worth in a course of study. The aim is to point out great underlying principles determining educational values, to discover the fundamental principles determining the content and order of a course of study, to discover the constant but ever varying relation existing between what the child studies and what he is, to indicate to the teacher the positive and fixed necessity of constant articulation in the subject matter in a course of study. It is also the aim to familiarize the teacher with laws external to the course of study itself determining what the course shall be, such as the demands of society and the laws of the child's mental development, each indicating certain lines of necessary deflection from the direction which a knowledge of the nature of the subject matter alone would indicate to the teacher. The course also includes a study of the order of subjects, concentration and correlation of subject matter, the daily program of work, the recitation, and a detailed study of the principles involved in the construction of a course of study for a school or a system of schools. In this last study the student is taken over the details of the Elementary Course of Study, and courses in Arithmetic, Language, History, Geography, and Science are written under the direction of the instructor.

The text used as a basis in this work is Dr. Charles McMurry's "Course of Study for Elementary Schools."

3. Secondary Course of Study

This course will inquire into the principles governing the selection of subjects for the Secondary Course, the order of presentation of these subjects, the purposes of secondary school training, the relation of the secondary school to the elementary school on the one hand and the college and the technical and professional schools on the other. The particular methods of instruction demanded by the secondary school and how these

methods must differ from the methods employed in lower and in higher schools, will receive careful study from the pedagogical view-point.

4. Supervision and Criticism

This is a three-hour elective, except in the Course for Superintendents and Principals, and is given during the Spring term and repeated in the Summer term. The purpose is to cover all the leading problems of administration and supervision. For those who are preparing for the work of supervision certainly no course in the Normal College could be more valuable. At least once a week Round Table discussions of the leading problems of supervision will be conducted by members of the Normal College faculty who have had broad experience in practical supervision.

DEPARTMENT OF METHODS

PROFESSOR TREUDLEY.

The work of the Department of Methods has for its chief aim the development of right ways of doing school work. A method may be defined as a definite and an orderly manner of doing things. It presupposes knowledge of the subject to be taught, laws of mental growth and action, and insight into the ends to be reached.

Its particular problem is the presentation of the materials of thought and action to the mind of the learner in such a way as to insure most perfect growth.

This problem is not, however, a simple one. The worth and scope of any branch of knowledge may invite life-long study without possibility of exhaustion. Reading draws its inspiration from literature. Geography is a subject to which all science is contributory. History is the record of the interplay of human forces whose name is legion. Science is the unfolding of law, and law has been defined to be "a rule of being or of conduct, established by an authority able to enforce its will." Amidst the most seemingly wilful and disorderly play and movement of forces, there may be clearly discovered order, harmony, purpose, definite and persistent

movement towards greater perfection, processes of adjustment and re-adjustment, whose understanding may well be deemed one of the most precious fruits of education.

Corresponding to this outer world embracing things visible, is the inner represented by mind in its various phases. Creative power, whether manifested on a finite or infinite scale, appears to proceed along identical paths. It is this fact which makes education in a high sense possible and lends to existence perennial joy.

Methods should be capable of explanation. This must include the ends to be reached, the nature and value of the subject matter under consideration, the essential elements and working of the human mind at different stages of growth, and the correspondence between that which is offered as instruction and the mind to be trained.

Many methods of procedure are comparatively valueless, awakening only temporary interest, because of failure to embrace permanent and vital relationships. Mechanical work only will permit mechanical measurements. Persistence in such work and methods wastes time, creates and fixes habits destructive in their tendency, and, because of facility of operation, begets pride in false achievements.

All subjects are susceptible of manipulation. Mastery over none is possible without prolonged thought and observation.

A method may be valuable under restraint, but pressed beyond proper limit it is a source of error. Events, in themselves, are of little significance. Connected with the great stream of life as cause or effect they may become full of deepest interest. Methods, in themselves, are nothing; as signs of independent thought, they are highly suggestive. Growth in spiritual and intellectual power proceeds under the same general laws everywhere. Obedience to law is essential to progress and happiness. It will lift to power the country as well as the country boy; the young student as well as the student of advanced years.

To be more specific:

(1) A true method should view the subject matter in its larger interests; viz.: those embraced in its relationships, and give attention proportional to this significance.

(2) It should present the material in such forms as to correspond to the stage of growth reached by the student, and with illustration whose worth is a test of teaching power.

(3) It should make as easy and cheerful as possible the submission of the student to the drudgery necessary to master technique through proper representation of the value of the freedom thereby gained.

(4) It should consider ends to be served, both as an accomplishment for after life and as a source, at all times, of present power.

Method as Applied to Special Subjects

READING — True methods in teaching Reading will, at all times, recognize the fact that the foundation of the art lies in power to interpret. Expression must be governed by thought, and intelligent feeling alone can impart that grace which reveals itself under those delicate forms which we call expression.

It is recognized that there must be undergone a certain amount of drudgery (for drudgery is work, often necessary, but less able to be relieved by the sense of accomplishment) in order to achieve that freedom which comes from the mastery of technique. It is understood that skill and release from imperfection are most accurately measured by the amount of intelligent drudgery submitted to. The main difficulty lies in determining the lines upon which effort should be expended.

It may suffice for the present purpose to say that oral expression should be closely connected with training of the vocal organs, that the forms of words should be mastered by the eye, and that for development of intelligent thought there should be long, constant, uninterrupted effort to put meaning behind words. To this end, not only should the teacher be able to know what is good literature, but also how to use it.

GEOGRAPHY AND HISTORY — Geography concerns itself with the earth as a theater of human life, while history deals with the inter-play of human passions upon this stage. Being closely related, and so dependent, one upon the other, proper instruction in one should be carefully connected with that in the other.

Geography is a study of intelligent thought, expressed in material whose forms of representation are countless. True teaching must result in great enlargement of conscious power

both on the part of the pupils and that of the instructor. Effective teaching in geography, like that in reading, will be engaged in putting meaning into its peculiar forms. It will recognize that this meaning possesses universal interest. Forms of water and land everywhere reproduce themselves in identical shapes, under like conditions, obeying the same laws, and sustaining relationships of cause and effect. Efficient and intelligent instruction will steadily concentrate itself upon the endeavor to realize in the mind of the learner the identity of geographical conditions with those immediately about him, that through this he may come to realize what he studies.

To this end both in Geography and History he must study as the alphabet of the subject, conditions of life about him. Rivers, plains, valleys, hills, soil, climate, seasons of the year, cold and heat, moisture and drought, animal and plant life, are unvarying in their movements and mathematically responsive to the forces that play upon them. Early instruction should store the mind with facts, but later instruction must interpret these in the light of universal law.

At the same time instruction must concern itself with the development of human life, show how it manifests itself in the various occupations demanded by its nature, and how its growth is determined by geographical conditions. Here should be pointed out how geographical surroundings determine the occupations of men, affect their habits, promote their desires, restrain their ambitions, and establish their supremacy or bondage.

On the other hand, effective historical instruction will point out how the spirit of man overcomes his surroundings, making use of them to rise superior to them. True methods will so relate form and substance that the former may not through excess reduce instruction to detail made worthless because possessing no meaning; nor on the other hand, the latter be lost because of neglect of proper definition.

True method follows close upon the manifestation of intelligent thought, and seeks through illustration to interpret it and through intelligent language to grasp it.

The teaching of history begins not with the book, but with the experiences of life. It should point out how law and order display themselves in the family, social, religious, and political life, and how they reflect various stages of thought and action.

It should show how these institutions enhance the individuality of man, and how they are in turn reflected in and exemplified by him. It should point out how "the child is the father of the man," and, as growth ensues, explain remote conditions by those near at hand. In short, sound methods will enforce, illustrate, and bring out that which all experience tends more and more to confirm; namely, that the world of nature and human action is obedient to the same laws, manifests the same fruits, and yet presents an infinite mass of details whose comprehension can be attained only through teaching that is scientific.

Finally, what has been said of the foregoing subjects may be applied to other subjects of instruction. It is understood, for example, that mathematics must differ in detail from subjects involving personal feeling. Yet all intellectual processes may be said to involve the same general principles. If the idea of number has been correctly grasped, it is but a familiar process which passes to its various manifestations. Skill in teaching rests upon the ability to perceive these fundamental ideas common to all, and to have them in mind while discussing their properties.

It is not the purpose to point out how method involves clear observation; how observation is connected with attention; how attention grows through interest; how interest thrives upon illustration; how illustration is conditioned upon the senses directed upon sense-material; how these visible forms of life are representative of forms invisible, apprehended only through the creative power of imagination; or how all this results in knowledge.

What is meant to be brought to the attention of persons seeking to become teachers is this: That while the work of teaching is one of great complexity, it may be mastered as a pursuit by persistent effort rightly directed.

DEPARTMENT OF THE HISTORY AND PRINCIPLES OF EDUCATION

PROFESSOR BACHMAN.

The work of the Department is three-fold: to trace in connection with western civilization the development of educational theory and practice, to study existing schools and

school systems, and to formulate upon the basis of past experience, present thought, individual and national needs those general principles which should control the work of the public school.

History of Education

The work in the History of Education is differentiated so as to meet the needs of teachers in the different grades of public-school work. It consists of the History of Elementary Education, History of Secondary Education, and a course combining both the History of Elementary and Secondary Education. The method of study of any given period consists, first, of a general review of the determining factors in the civilization of the period; second, of a consideration of the educational theorists; third, of a study of the educational practice of the period as seen in the aim of education, school system, grades of instruction, curriculum methods, teachers, discipline and school organization; fourth, of a discussion of the permanent phases in the educational work of the period.

1. THE HISTORY OF ELEMENTARY EDUCATION is designed for elementary teachers and is required in the "Course in Elementary Education." It consists of two terms' work in the Winter and Spring terms of the fifth year. A rapid survey will be taken of Grecian, Roman, and Mediaeval Education. The chief emphasis of the course will be placed upon the "History of Modern Education." This will be studied with special reference to the development of the elementary educational theory and the development of elementary schools in Germany, France, England, and the United States.

2. THE HISTORY OF SECONDARY EDUCATION is especially adapted to the needs of secondary teachers, and is required in the "Course in Secondary Education." It includes work in the Fall and Winter terms of the Sophomore year. This course is open to sophomores as an elective. A rapid survey will be taken of Grecian, Roman, and Mediaeval Education. The "Modern History of Education" will be studied with special reference to the development of the theory of secondary education, and the development of secondary schools in Germany, France, England, and the United States.

3. THE HISTORY OF ELEMENTARY AND SECONDARY EDUCATION is designed for the needs of principals and superin-

tendents. It is required in the "Course in Supervision," and comprises three terms' work in the Sophomore year. The time of the course will be about equally divided between Ancient and Mediaeval, Modern European and the History of Education in the United States, and the development of both elementary and secondary educational theory and practice will be traced.

School Systems

One term is devoted to the study of Foreign and Domestic School Systems and is required in the Senior year of the "Course in Supervision." It is offered as an elective to Seniors. Of foreign countries, the systems of Germany, France, and England will be considered. A study will be made of the central and local organization, of the different grades of schools, the relationship of these schools, their respective aims, organization, curriculum, methods, discipline, and teachers. A similar plan will be followed in studying the School Systems of the United States. The instruction will be centered, however, upon the work of the general government and upon the systems of Massachusetts, California, and Ohio. Much attention will be given to Ohio, and comparison will be made between the system of Ohio and that of other states and foreign countries.

Principles of Education

1. **ELEMENTARY PEDAGOGY**—This course aims to meet the needs of those wishing to prepare for the County Examination for the first time. A simple presentation will be made of those portions of the subject which will be of the greatest usefulness to those desiring such a course. This course forms no part of the systematic work in education; it is designed alone for those whose time is exceedingly limited. Students who expect to remain in school are earnestly advised not to take it.

2. **INTRODUCTION TO THE PRINCIPLES OF EDUCATION**—This work covers two terms and is required of all students in the "Course in Elementary Education." The object of the course is to serve as an introduction to the general principles underlying the work of the elementary school. It serves as a basis

of all the more advanced work in Methods, School Management, etc., and should be taken before these. An introductory study will be made of practically the same problems as are considered in the Principles of Education. See 3 below.

3. THE PRINCIPLES OF EDUCATION — Two terms are given to this work, and it is required of all Normal College students except those in the "Course in Elementary Education." The work may be taken by the students of the University as Junior elective. It consists of a consideration of the following topics: (1) The Determination of the Aim of Education; (a) The Individualistic Character of Society; (b) The Social Character of the Individual; (c) The Individual as a Voluntary, Intellectual organism; (d) The Meaning and Aim of Education; (2) The Determination of the Curriculum; (a) The Demands of Society; (b) The Demands of the Community; (c) The Demands of the Child; (3) The Determination of Instruction; (a) Adaptation; (b) Induction; (c) Deduction; (d) The Method of the Recitation; (4) The Determination of School Organization; (a) The Aim of Education; (b) Instruction; (c) The Child.

4. COMPARATIVE STUDY AND THEORY OF SECONDARY EDUCATION — This course comprises a term's work in the Spring term of the Junior year, and is required of students in the "Course in Secondary Education"; it is also offered as a Junior elective. The course purposes to make a comparative study of typical American secondary schools, of the English public schools, of the Prussian Gymnasium, and of the French Lycie, and to apply the Principles of Education to the work of the secondary school. The following problems will be considered: The Relation of High School to the Elementary School, The Relation of the High School to the College and to Practical Life, The Aim of High School, Curriculum, Electives, Methods of Instruction, Teachers and Organization.

PAIDODOLOGY AND PSYCHOLOGY

PROFESSOR CHRISMAN.

The purpose of the work in Paidology, the science of the child, is to give a knowledge of child nature. It is intended to give students what has been learned about children, to fix

in them the habit of observation and study of children, and to help them to an understanding of child life under the various conditions in which it is found.

The purpose of the work in Psychology is to give a knowledge of mind action in its various conditions. It is purposed to acquaint students with such facts of mind as have been gained through various sources, to help them to a better understanding of their own mental activities, and to give them power to apply this knowledge.

COURSES

1. ELEMENTARY PSYCHOLOGY—Preparatory, Fall term, five hours. This course is offered for those who are able to attend college only for a limited time and who desire to do some work in psychology. This will be carried on in a thorough manner and regular preparatory credit will be given to those who satisfactorily complete the term's work. Text-book: Halleck's *Psychology and Psychic Culture*.

2. INTRODUCTORY PSYCHOLOGY—Freshman required, Fall term, five hours. The aim of this course is to give an outline of the subject in order to acquaint the student with phenomena and laws of mental life and to train him in simple experimentation. Text-book: Titchener's *Primer of Psychology*, with references to other texts.

3. PAIDODOLOGY—Sophomore required, throughout the year, three hours. During the Fall term the period of childhood is taken up. The general characteristics of this period, growth, disease, the senses, mental and physical development, etc., are studied. In the Winter term this work is continued in a study of boygirlhood, in which special attention is directed to the remarkable growth and the changes that take place at this time. This is further continued in the Spring term, youth being the period studied, taking into account the conditions, characteristics, ambitions, etc., of this period of life. Throughout this entire year are carried on observations and studies of children in the field and in the laboratory. Among the magazines referred to in this course are the *Pedagogical Seminary*, *Studies in Education*, and the *Paidologist*; among the books are Oppenheim's *Development of the Child*, Thorndike's *Notes on Child Study*,

Chamberlain's *The Child*, Kirkpatrick's *Fundamentals of Child Study*, and Hall's *Adolescence*.

4. EDUCATIONAL PSYCHOLOGY — Sophomore required, Spring term, three hours. This course is designed to take up the problems in education from the psychological standpoint and work at them through references in texts on educational and general psychology and by studies in the laboratory. Among the books consulted will be Thorndike's *Educational Psychology*, Judd's *Genetic Psychology for Teachers*, and James's *Talks to Teachers*.

5. PAIDODOLOGY — Junior required, throughout the year, three hours. This year is given over to the consideration of different types of child life. In the Fall term the work is upon the Abnormal Child, embracing defective children, delinquent children, dependent children, wildings, and exceptional children. In the Winter term the Uncivilized Child is considered, the child being studied as found among uncivilized and semi-civilized peoples. The Historical Child is the subject for the Spring term, under which is taken up the study of the child as found among the nations of ancient times, in mediæval Europe, and earlier United States. Some of the works used will be Wade's *Deaf-Blind*, Folks's *Care of Destitute, Neglected, and Delinquent Children*, Morrison's *Juvenile Offenders*, Riis's *Children of the Poor*, Ireland's *Mental Affections of Children*, The Smithsonian Reports, Bancroft's *Native Races of the Pacific States*, Guhl and Koner's *Life of the Greeks and Romans*, Gray's *Children's Crusades*, and Earle's *Child Life in Colonial Days*.

6. EXPERIMENTAL PSYCHOLOGY — Junior, throughout the year, three hours, Fall and Winter terms required, Spring term elective. In the Fall term a study will be made of the subject-matter of experimental psychology together with demonstration of apparatus and methods of investigation, so as to familiarize students with this work. In the Winter and Spring terms the students will perform a series of experiments selected to furnish them practice in the use of apparatus, to acquaint them with the methods of experimental psychology, and to give them power to formulate results of experimentation. The texts used will be Titchener's *Outline of Psychology*, Külpe's *Outlines of Psychology*, Titchener's

Elementary Psychology, and Sanford's *Experimental Psychology*, with references to other works on psychology.

7. PAIDODOGY — Senior elective, Fall and Winter terms, three hours. In this will be taken up the beginnings of human life, continued through infancy. The work of the Fall term is Prenatality, which includes the time before birth. This period will be studied to ascertain what are the conditions of life at this time, what effects are produced here, the necessary care to be given, the problems of heredity and environment, and other matters connected with this period of life, which are of such vital importance to the whole future life of the child. In the Winter term, Infancy is considered. The beginnings of language, volition, motor ability, etc., are studied and also the care and attention needed by the infant as a basis for future growth. In this course will be consulted such books as those of Hertwig and Minot and Schäfer on embryology, Rotch and Keating and Griffith on health and disease, and Preyer and Shinn and Oppenheim on growth and development.

8. PHYSIOLOGICAL PSYCHOLOGY — Senior elective, Fall term, three hours. In this course will be considered the problem and survey of physiological psychology, the nervous mechanism underlying mental processes, the relation of the nervous system to the mental life, and the nature of mind as shown from these studies. The works specially consulted in this course will be Wundt's *Principles of Physiological Psychology* and Ladd's *Elements of Physiological Psychology*.

9. PATHOLOGICAL PSYCHOLOGY — Senior elective, Winter term, three hours. A study of mental disorders, as insanity and degeneracy, and of abnormal mental phenomena, as hallucinations, hypnoses, and speech defects. Books referred to are Defendorf's *Psychiatry*, Mercier's *Insanity*, Maudsley's *Pathology of Mind*, and Bramwell's *Hypnotism*.

10. GENETIC PSYCHOLOGY — Senior elective, Spring term, three hours. Under this course will be studied and compared the psychological development as shown by the child, the race, and the animal. Works on anthropology, animal psychology, and child psychology, such as Tylor, Spencer, Wundt, Baldwin, Chamberlain, Morgan, Preyer, Tracy, and King, will furnish the material for this course.

11. PAIDOMETRY — Senior required, Spring term, three hours. In this course it is purposed to study the growth and physical development of children, supplementing this study by laboratory work based on Hastings's *Manual for Physical Measurements*.

DEPARTMENT OF MATHEMATICS

PROFESSOR MILLS.

Arithmetic

The course in Arithmetic comprises two terms' work. Accuracy and rapidity in performing the operations in the solution of problems is the first aim in the study of this subject. These accomplishments are brought about through the use of carefully prepared exercises and drills in the four fundamentals and in fractions. The text-book used in the first term's work is Milne's "*Practical Arithmetic*," and the work in this book is completed to the subject of Partial Payments. Ray's "*Higher Arithmetic*" is the text-book for the second term's work. The subjects especially emphasized in this term's work are the following applications of Percentage: Profit and Loss, Interest, True and Bank Discount, Stocks and Bonds, Commission, Exchange, and Equation of Payments. Other subjects which receive special attention are Arithmetical Analysis, Involution and Evolution, and the very important subject of Mensuration. The one important result, a proper understanding of the reason for every step necessary to the solution of a problem, is kept constantly in mind throughout all the work in Arithmetic. Forms of solution and methods of teaching receive special attention.

Algebra

FIRST TERM'S WORK — Fisher and Schwatt's *Rudiments of Algebra*.

SECOND TERM'S WORK — Fisher and Schwatt's *Higher Algebra* to Involution. The one part of this term's work especially emphasized is the chapter on Factoring and its applications.

THIRD TERM'S WORK — Fisher and Schwatt's *Higher Algebra* is completed to Harmonical Progression. As in Arithmetic, forms of solution and methods of teaching are prominent features of the work.

Plane Geometry

This subject is regular in the Spring term. Phillips and Fisher's *Elements of Geometry* is the text-book used. In this work students are encouraged to form the habit of original investigation. Terseness and technical accuracy of statement are constant requirements, and much emphasis is given to the application of the principles of Geometry to Arithmetic.

Descriptive Astronomy

One term's work is devoted to this subject. A text-book is used, but the topical method of recitation is followed and students are encouraged to seek information from the standard works of Astronomy in the library. Students are made familiar with the Zodiacal and Circum-polar Constellations, the principal stars, and planets. The University is supplied with a good telescope and all the apparatus necessary to efficient work in this study.

Note

For the courses in Solid Geometry, Advanced Algebra, Trigonometry and Surveying, and electives in Mathematics, see description of courses in the College of Liberal Arts. The courses in Arithmetic and Beginning Algebra are offered each term.

Public School Drawing

CORNELIA I. GASKELL, *Instructor*.

Drawing is no longer looked upon as superfluous, and in public-school work it is coming more and more to have a permanent place. It trains the powers of observation, develops the creative imagination, and aids in forming clear mental images. It is a means of expression, a help in all school work, and, rightly directed, should lead also to a love and appreciation of the beautiful.

The work and exercises given will be with this in view: that the student may not only learn how to draw himself, but how the subject should be taught to children. The subject will be considered in the three divisions of Construction, Representation, and Decoration. Pencil will be the medium most used because pencils are most easily obtained for public school work. Some work in water color will be given.

Students having had no art training will be required to take the four terms of work planned in the course. Those who have had thorough high-school training will be expected to take but a year of advanced work.

ENGLISH

PROFESSOR WILSON.

This Department aims to familiarize the student with representative masterpieces of English Literature and with its history, and to discuss the methods of teaching the subject. It is closely correlated with the English Department of the College of Liberal Arts, students being required to pursue subjects in both departments before completing any one of the Normal-College courses. Written and oral expression on the part of the student is emphasized in all the work. The student is required to use the Library in the preparation of no small part of his work that he may come in touch with books and develop the reading spirit.

The courses in Grammar take up the art and science phases of the subject, treat of the technical difficulties of constructions, and emphasize the all-important question of methods of teaching Grammar.

The following courses are given in the Normal College:

Course in Elementary Education for Graduates of Common Schools

FIRST YEAR.

Fall term, Grammar, 5; Winter term, American Literature, 5; Spring term, American literature, 5, and Composition and Rhetoric, 5,

SECOND YEAR.

Spring term, Elementary Mythology, 3.

THIRD YEAR.

Fall term, British Literature, 5; Winter term, British Literature, 5; Spring term, Advanced Grammar, 3 and Advanced Rhetoric, 5.

FOURTH YEAR.

Spring term, Byron, Keats, and Shelley, 3.

FIFTH YEAR.

Fall term, College Rhetoric, 3; Winter term, American Poetry, 3.

Course in Elementary Education for Graduates of High Schools

FIRST YEAR.

Fall term, Tennyson, 3; Winter term, Emerson, 3; Spring term, Advanced Grammar, 3.

SECOND YEAR.

Winter term, American Poetry, 3.

Course in Secondary Education for Graduates of High Schools

FRESHMAN YEAR.

Fall term, Tennyson, 3.

JUNIOR YEAR.

Fall term, College Rhetoric, 3; Winter term, History of American Literature, 4; Spring term, History of English Literature, 4.

The requirements of the work in Rhetoric and English Literature of the Courses in Supervision, for Principals and Superintendents, are the same as those of the course given above.

Electives

The following electives are offered by this Department in addition to those offered in the College of Liberal Arts:

1. FICTION — Lectures and discussion on the history and art of fiction. A study of "Silas Marner," and the "Scarlet Letter." Two hours. (Freshman elective.)

2. THE LITERATURE OF THE BIBLE — One hour. (Freshman elective.)

SUMMER TERM.

JUNE 19 TO JULY 28, 1905.

This term is arranged to accommodate those who are otherwise employed during the regular terms and to afford college students an opportunity to continue their studies. All collegiate instruction will be given by members of the regular Faculty and the requirements and the credits in the various branches taught will be the same as in other terms.

Ohio University, by tradition and experience, has ever been in close touch with the public-school system of the State. Many of the graduates, and many who left the undergraduate classes without completing a course, are now engaged in teaching. Of the students now in attendance upon college classes at least one-third have had successful experience in teaching. This institution was one of the first in Ohio to establish and maintain with credit a Department of Psychology and Pedagogy.

NORMAL COLLEGE — The State Normal College of Ohio University owes its existence to the provisions of the "Seese Law," passed by the General Assembly of Ohio in March, 1902. The provision for the support of this State Normal School is sufficient to enable the Trustees to maintain a high-grade institution where the teachers of the State may obtain superior professional training. The Ohio University Summer School will maintain regular departments of The Normal Collegé, and work done in the Summer School will entitle the student to credit on a regular college course.

FACULTY — The Faculty is a very strong one, composed of those who are regularly engaged in the work of the

University. It would seem hardly necessary to call attention of prospective students to the fact that this is a guaranty of high-grade work, and that the work done in the Summer School will be up to regular college grade in every respect. College credit will be given for all work done. For the number of hours of credit allowed on each course, see booklet in which the several courses offered, are fully set forth.

COURSES OF STUDY — Courses of study have been provided to accommodate the following classes of students: Those doing regular college work who wish to continue their college studies during the summer; those young people who are preparing to teach and who are desirous of getting the very best professional equipment; teachers of some experience who wish to review and take advanced work; teachers who are preparing for required examinations; teachers and others who are preparing to enter one of the regular University or Normal-College courses, and wish to bring up back work in order to be able to enter a college course without conditions; teachers and others who are prepared to carry regular college work; superintendents and advanced teachers who are seeking a broad professional training.

ATTENDANCE STATISTICS — The attendance of students at the Summer School, of Ohio University, for the last seven years, is herewith shown:

YEAR.	MEN.	WOMEN.	TOTAL.
1898	27	25	52
1899	38	23	61
1900	36	29	65
1901	45	57	102
1902	110	128	238
1903	159	264	423
1904	194	363	557

ADDITIONAL INFORMATION — Those interested in the work of the Summer School of Ohio University can secure a copy of a handsome *Booklet* giving names of instructors, courses of study, hours of credit, and other particulars desirable to know by addressing,
ALSTON ELLIS,
President Ohio University, Athens, Ohio.

STATE PREPARATORY SCHOOL

ELI DUNKLE, *Principal*.

This School is designed to prepare students for the regular courses of the college. Students are also received who wish to pursue elementary studies, even though they may have no intention of entering one of the higher courses.

Candidates for admission to this department must furnish satisfactory evidence of good character, and must pass examination in Geography, Arithmetic, English Grammar, Elementary U. S. History, and all studies of the courses lower than those which they wish to pursue. Persons who have certificates from county examiners in Ohio will be admitted without examination in the subjects named above. But students who expect to graduate from the Normal College, must give evidence that they are thoroughly familiar with the common-school branches.

There are three preparatory courses, Classical, Philosophical, and Scientific, each requiring three years for completion, and each leading to a corresponding course in the collegiate department. For the benefit of those who wish a more thorough preparation for their work, classes in Arithmetic, Elementary Algebra, and English Grammar will be organized at the beginning of each term.

COURSES OF STUDY IN DETAIL**Latin**

FIRST TERM — Collar and Daniell's First-year Latin.

SECOND AND THIRD TERMS — Rolfe and Dennison's Junior Latin Book. Especial stress is laid on inflections and composition.

SECOND YEAR — Cicero's Orations. The orations usually read are the four against Catiline, Pro Archia, Pro Marcello, and Pro Ligario. A careful study of forms and syntax is an important part of this year's work.

THIRD YEAR — Vergil's Aeneid, Books I-VI. Grammar reviews, scansion, and mythology. Collar's Latin Prose Composition.

Greek

FIRST AND SECOND TERMS — White's First Greek Book, with particular reference to inflections and sentence writing.

THIRD TERM — Xenophon's Anabasis, Grammatical reviews and translation into Greek of easy prose.

FOURTH TERM — Anabasis continued through the fourth book. Jones's Greek Prose Composition.

FIFTH AND SIXTH TERMS — The Orations of Lysias. Jones's Greek Prose.

English

FIRST TERM — Lockwood and Emerson's Composition and Rhetoric.

SECOND TERM — American Literature — Selections from Irving, Bryant, Whittier, and Poe.

THIRD TERM — American Literature continued — Selections from Lowell, Longfellow, Emerson, Hawthorne, and Holmes.

FOURTH TERM — English Literature — Selections from Shakespeare, Milton, Burke, Addison, and Dryden.

FIFTH TERM — English Literature continued — Selections from Johnson, Wordsworth, Macaulay, George Eliot, and Coleridge.

SIXTH TERM — Lockwood and Emerson's Composition and Rhetoric completed.

German

FIRST TERM — Whitney's Compendious German Grammar, with reading and recasting the parables of the New Testament.

SECOND AND THIRD TERMS — Grammar, and Brandt's German Reader for Beginners.

French

Students taking the Scientific course may substitute a year of French for Vergil's Aeneid and Collar's Latin Prose Composition.

Mathematics

FIRST TERM — Milne's Essentials of Algebra, entire textbook.

SECOND TERM — Fisher and Schwatt's Higher Algebra.

THIRD TERM — Fisher and Schwatt's Higher Algebra.

FOURTH TERM — Phillips and Fisher's Plane Geometry, abridged edition.

Physics

Two terms, five hours per week. Recitations three times a week. Laboratory work four to six hours per week, three hours in the laboratory being equivalent to one recitation.

Carhart & Chute's Physics will be used as a guide for the class work. Full notes are taken in the laboratory, which are criticized, corrected, and copied into a permanent book. The object is to teach laboratory methods of work and give opportunity to the student to acquire more or less skill in handling apparatus, while the recitation periods are devoted to the acquisition of the elementary principles of the subject.

Physical Geography

This subject is required in all courses. Davis's Physical Geography is the book used.

Physiology

The text-book is Brinckley's Physiology by the Laboratory Method. The aim is to give a good general knowledge of Anatomy and Hygiene and of the functions of the different organs of the body. A large amount of laboratory work is done.

Botany

Two terms, five hours per week.

Field and laboratory work are a leading feature in this course. Each student will prepare a herbarium of not less than forty plants. Bergen's Foundations of Botany is the text-book.

U. S. History

Two terms, the first of three hours per week, and the second of five hours per week. Text-book, either The Student's American History by Montgomery, or Channing's Student's History of the United States.

Civics

The fundamental principles of the subject are carefully explained, while at the same time the practical operation of the different local and state systems are compared. Especial attention is given to the government of Ohio. The growth of our national system is thoroughly investigated.

General History

This subject is pursued three terms in the Second Preparatory Year.

FIRST TERM — Ancient History.

SECOND TERM — Mediæval History.

THIRD TERM — Modern History.

The aim is to give the student a general acquaintance with the leading persons, and the institutions, political and religious, with the literary and artistic movement; in general, with the progress of civilization in its broader aspects. The method employed will be the text-book, references to more comprehensive works, essay writing, map-drawing, and lectures by the teacher.

Drawing

Required in all three courses. Two hours in the studio are considered equivalent to one recitation.

CONSPECTUS OF PREPARATORY COURSES

FIRST YEAR — First Term.

<i>Classical.</i>		<i>Philosophical.</i>		<i>Scientific.</i>	
Beginning Latin	5	Beginning Latin	5	Beginning Latin	5
Rhetoric	5	Rhetoric	5	Rhetoric	5
Physical Geography	5	Physical Geography	5	Physical Geography	5
Drawing	1	Drawing	1	Drawing	1
U. S. History.....	3	U. S. History.....	3	U. S. History.....	3

Second Term.

Latin-Rolfe and Dennison.....	5	Latin-Rolfe and Dennison.....	5	Latin-Rolfe and Dennison.....	5
American Literature	5	American Literature	5	American Literature	5
Drawing	2	Drawing	2	Drawing	2
Elocution	3	Elocution	3	Elocution	3
U. S. History.....	5	U. S. History.....	5	U. S. History.....	5

Third Term.

Latin-Rolfe and Dennison.....	5	Latin-Rolfe and Dennison.....	5	Latin-Rolfe and Dennison.....	5
American Literature	5	American Literature	5	American Literature	5
Elocution	3	Elocution	3	Elocution	3
Drawing	2	Drawing	2	Drawing	2
Civil Government	5	Civil Government	5	Civil Government	5

Conspectus of Preparatory Courses — Continued.

SECOND YEAR — First Term.

<i>Classical.</i>	<i>Philosophical.</i>	<i>Scientific.</i>
Cicero's Orations	Cicero's Orations	Cicero's Orations
Beginning Greek	Ancient History	Ancient History
Ancient History	Physiology	Physiology
Algebra	Algebra	Algebra

Second Term.

Cicero's Orations	Cicero's Orations	Cicero's Orations
Greek — Second Term	Medieval History	Medieval History
Medieval History	Botany	Botany
Algebra	Algebra	Algebra

Third Term.

Cicero's Orations	Cicero's Orations	Cicero's Orations
Anabasis	Modern History	Modern History
Modern History	Botany	Botany
Algebra	Algebra	Algebra

Conspectus of Preparatory Courses — Concluded.

THIRD YEAR — First Term.			
<i>Classical.</i>		<i>Philosophical.</i>	<i>Scientific.</i>
Vergil	5	Vergil	Vergil or French
Latin Prose Composition.....	5	Latin Prose Composition.....	Latin Prose Composition.....
Analasis	5	German	German
Greek Prose Composition.....	5	Elementary Physics	Elementary Physics
Elementary Physics	5	British Literature	British Literature
British Literature	5		
Second Term.			
Vergil	5	Vergil	Vergil or French
Latin Prose Composition.....	5	Latin Prose Composition.....	Latin Prose Composition.....
Lysias's Orations	5	German	German
Greek Prose Composition.....	5	Elementary Physics	Elementary Physics
Elementary Physics	5	British Literature	British Literature
British Literature	5		
Third Term.			
Vergil	5	Vergil	Vergil or French
Latin Prose Composition.....	5	Latin Prose Composition.....	Latin Prose Composition.....
Lysias's Orations	5	German	German
Greek Prose Composition.....	5	Advanced Rhetoric	Advanced Rhetoric
Advanced Rhetoric	5	Plane Geometry	Plane Geometry
Plane Geometry	5		

The figure after the name of a study indicates the number of recitations per week in that subject.

COURSES OF STUDY

COLLEGIATE DEPARTMENT

In the following scheme, the figures in parentheses indicate the number of exercises per week. It is believed that the four courses given below are equal in educational value, and all require 2,500 hours of class-room work for their completion. The required work in each of the first three courses is about 1,500 hours. Each student is expected to select the remaining 1,000 from the electives offered in the various departments of the University. The course in Electrical Engineering offers no elective work.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF ARTS

Freshman Year

FALL TERM — Greek (4); Latin (4); Solid Geometry (4); Political Economy (2); Tennyson (3).

WINTER TERM — Greek (4); Latin (4); Algebra (4); Political Economy (2); Invertebrate Zoology (2).

SPRING TERM — Greek (4); Latin (4); Plane Trigonometry and Surveying (4); Invertebrate Zoology (4).

Sophomore Year

FALL TERM — Greek or Latin (4); Chemistry (4); European History (3); College Rhetoric (3).

WINTER TERM — Greek or Latin (4); Anatomy (4); Chemistry (4).

SPRING TERM — Greek or Latin (4); Physiology (4); European History (3).

Junior Year

FALL TERM — English Literature (4); Psychology (3).

WINTER TERM — Psychology (3).

SPRING TERM — English Literature (4).

Senior Year

FALL TERM — Advanced Botany or Geology (4); Logic (4).

WINTER TERM — Astronomy (4); Thesis (5).

**REQUIRED SUBJECTS FOR THE DEGREE OF
BACHELOR OF PHILOSOPHY****Freshman Year**

FALL TERM — Latin (4); German (4); Solid Geometry (4); Political Economy (2); Tennyson (3).

WINTER TERM — Latin (4); German (4); Algebra (4); Political Economy (2); Invertebrate Zoology (2).

SPRING TERM — Latin (4); German (4); Plane Trigonometry and Surveying (4); Invertebrate Zoology (4).

Sophomore Year

FALL TERM — French (4); Chemistry (4); European History (3); College Rhetoric (3).

WINTER TERM — French (4); Chemistry (4); Anatomy (4).

SPRING TERM — French (4); Physiology (4); European History (3).

Junior Year.

FALL TERM — English Literature (4); Psychology (3); Ethics (3).

WINTER TERM — Psychology (3); Sociology (3).

SPRING TERM — English Literature (4).

Senior Year

FALL TERM — Logic 4; Advanced Botany or Geology (4); Introduction to Philosophy (3).

WINTER TERM — Astronomy (4); Philosophy (3); Thesis (5).

SPRING TERM — Philosophy (3).

**REQUIRED SUBJECTS FOR THE DEGREE OF
BACHELOR OF SCIENCE****Freshman Year**

FALL TERM — Chemistry (4); German (4); Solid Geometry (4); Political Economy (2); Tennyson (3).

WINTER TERM — German (4); Algebra (4); Political Economy (2); Chemistry (4); Invertebrate Zoology (2).

SPRING TERM — German (4); Plane Trigonometry and Surveying (4); Invertebrate Zoology (4).

Sophomore Year

FALL TERM — French (4); Trigonometry (4); European History (3); College Rhetoric (3).

WINTER TERM — French (4); Analytical Geometry (4); Anatomy (4).

SPRING TERM — French (4); Physiology (4); European History (3).

Junior Year

FALL TERM — Physics or Mechanics (4); English Literature (4); Psychology (3).

WINTER TERM — Physics (4); Psychology (3).

SPRING TERM — Physics (4).

Senior Year

FALL TERM — Advanced Botany or Geology (4); Logic (4).

WINTER TERM — Astronomy (4); Thesis (5).

**REQUIRED SUBJECTS FOR THE DEGREE OF
BACHELOR OF SCIENCE IN ELECTRICAL
ENGINEERING****Freshman Year**

FALL TERM — Solid Geometry (4); Chemistry (4); German (4); College Rhetoric (3); Drawing and Descriptive Geometry (3).

WINTER TERM — Algebra (4); Chemistry (4); German (4); Argumentation (3); Drawing and Descriptive Geometry (3).

SPRING TERM — Plane Trigonometry (4); Analytical Chemistry (3); German (4); Leveling and Surveying (5); Drawing (2).

Sophomore Year

FALL TERM — Spherical Trigonometry (4); Scientific German (4); Direct Current Machinery (4); Electrical Catechism (2); Mechanical Drawing (2); Shop Work; Station Practice, University and City Stations (2).

WINTER TERM — Analytical Geometry (4); Scientific German (2); Accounting, Theory and Practice (5); Electrical and Magnetic Calculations (4); Electrical Catechism (2); Mechanical Drawing (1); Shop Work, Station Practice (1).

SPRING TERM — Differential Calculus (4); Scientific German (4); Accounting (5); Electrical Designing, Wiring and Armature Winding (2); Mechanical Drawing (2); Shop Work; Station Practice (1).

Junior Year

FALL TERM — Integral Calculus (4); Advanced Physics (3); Physical Laboratory, six hours (2); Dynamo Laboratory, Direct Current Machinery (4); Corporation Accounting (3); Shop Work; Station Practice (1).

WINTER TERM — Applied Calculus (4); Advanced Physics (3); Physical Laboratory (2); Commercial Law (3); Electric Railway (3); Telephony (3); Shop Work; Station Practice (1).

SPRING TERM — Advanced Physics (3) Physical Laboratory (2); Electrical Distribution (4); Electrical Measurements (4); Steam Engineering (4); Shop Work, Station Practice (1).

Senior Year

FALL TERM — Advanced Steam Engineering (6); Alternating Current Machinery and Appliances (4); English Literature (4); Political Economy (2); Electrical Measurements, Cables, Lamps and Magnets (2).

WINTER TERM — Electrical Transmission of Power (4); Alternating and Polyphase Currents (4); Dynamo Laboratory, Alternators and Transformers (4); Physical Chemistry (3); Political Economy (2).

SPRING TERM — Central Stations, Design, Management and Testing (4); Dynamo Laboratory, Alternating and Polyphase Machinery (4); Contracts and Specifications (1); Electro-Chemistry (3); Thesis (5).

The entrance requirements for this course are the preparatory studies of the Scientific Course, with the option of Latin or French.

SHORT COURSE IN ELECTRICAL ENGINEERING

REQUIREMENTS — English: One term of Rhetoric, two terms of Literature. Mathematics: Three terms of Algebra, Plane Geometry. These may be taken in the Preparatory Department of the University.

First Year

FALL TERM — Physics, Class Work and Laboratory (5); Solid Geometry (4); Direct Current Machinery and Appliances (4); Electrical Catechism (2); Drawing and Descriptive Geometry (2); Free Hand Drawing (2); Shop Work; Station Practice, University and City Stations (1).

WINTER TERM — Physics, Class Work and Laboratory (5) Algebra (4); Electrical and Magnetic Calculations (4); Electrical Catechism (2); Mechanical Drawing (2); Free Hand Drawing (2); Shop Work; Station Practice (1).

SPRING TERM — Plane Trigonometry (4); Electrical Designing, Wiring and Armature Winding (2); Electrical Distribution (4); Steam Engineering (4); Mechanical Drawing (2); Free Hand Drawing (2); Shop Work; Station Practice (1).

Second Year

FALL TERM — Alternating Current Machinery (4); Power Plants (3); Chemistry or Spherical Trigonometry (4); Dynamo Laboratory, Direct Current Machinery (4); Mechanical Drawing (2); Shop Work; Station Practice (1).

WINTER TERM — Electric Railway (4); Electrical Transmission of Power (4); Telephony (3); Chemistry or Analytical Geometry (4); Mechanical Drawing (1); Shop Work; Station practice (1).

SPRING TERM — Electrical Measurements (4); Central Stations (4); Analytical Chemistry or Differential Calculus (4); An Investigation and Report (2); Contracts and Specifications (1); Mechanical Drawing (2); Shop Work; Station Practice (1).

CIVIL AND MINING ENGINEERING

Explanatory Statement

It is the object of this Department to give the student a thorough and practical training in the theory of the various branches of Civil and Mining Engineering; and to give field, laboratory, and draughting-room practice of such nature as will prepare the graduates for actual work.

The work in Drawing and Descriptive Geometry continues through the Fall and Winter terms of the Freshman year, and embraces a course in Mechanical Drawing, recitation work, and problems relating to right lines, planes, curved lines, tangents, and normals; to cylindrical, conical, and warped surfaces, and to shades and shadows.

The Surveying and Leveling, given during the Spring term of the Freshman year and the Fall term of the Sophomore year, comprises the following: Chain, Compass, and Transit Surveying, the use of the Plane Table, and Leveling.

The student is required to keep his field notes in proper form, to plat all surveys, and to make profiles of all the level lines run. Conventional colors and methods are used in all work.

The Mining Surveying of the Sophomore year includes the surveying of the exterior and interior of a mine, locating shafts, pit mouths, etc.

The work in Perspective and Stereotomy as given in the Sophomore year includes, in addition to the work in the text-book, a series of drawings illustrating the principles of Perspective Drawing, and detail drawings of cut stone for buttresses, wing-walls, arches, etc.

In the Spring term of the Sophomore year, the work in Topographic Surveying is taken up, and embraces the following: The accurate measurement of a base line, and triangulating a given section. The topography is taken by means of the stadia and hand level. From the survey a map is made, contour lines are drawn, and conventional signs used to represent the different structures and objects that appear upon the map.

The work in Highway Engineering of the Junior year includes the construction and maintenance of public roads and city pavements. The various paving materials are studied.

The work in Railroad Engineering is taken up in the Fall term of the Junior year. A preliminary survey for a railroad is made and the topography taken. A contour map is drawn and a location projected. A preliminary estimate of materials and cost is made.

Under Details of Construction, the following are among the subjects considered: Roof trusses—the different types, and the proper place to use them; roof coverings, cost, etc.; design of truss members, joints, etc.; the various methods of timbering a mine and supporting the roof; the tipple; the location of bridges, the various kinds of bridges, method of erection, etc.

The work in Graphic Statics includes the determination of stresses in roof trusses and bridges by means of graphic solution. The same stresses are obtained by the analytic method, and comparison made.

In the Fall term of the Senior year the subject of Tunneling and Tunnel Timbering is studied and discussed, and in the Winter term Mine Lighting and Ventilation is considered.

The subject of bridges is taken up during the Fall and Winter terms of the Senior year. Highway bridges are first considered, and the stresses determined in the Warren, Pratt, and Howe types. The different live loads specified for railway bridges is taken up, and stresses are determined in bridges of various types.

In Sanitary Engineering, the water supply, drainage, sewerage, etc., are considered.

**REQUIRED SUBJECTS FOR THE DEGREE OF
BACHELOR OF SCIENCE IN CIVIL
ENGINEERING**

Freshman Year

FALL TERM — Solid Geometry (4); Chemistry (4); German (4); Rhetoric (3); Drawing and Descriptive Geometry (3).

WINTER TERM — Algebra (4); Chemistry (4); German (4); Argumentation (3); Drawing and Descriptive Geometry (3).

SPRING TERM — Plane Trigonometry (4); German (4); Analytic Chemistry (3); Leveling and Surveying (5); Drawing (2).

Sophomore Year

FALL TERM — Spherical Trigonometry (4); Scientific German (4); Mining Surveying (2); Chemistry (2); Surveying (2); Perspective (2); Drawing (2).

WINTER TERM — Analytic Geometry (4); Scientific German (2); Stereotomy (3); Chemistry (4); Drawing (3).

SPRING TERM — Differential Calculus (4); Chemistry (3); Scientific German (4); Topographic Surveying (4); Drawing (3).

Junior Year

FALL TERM — Integral Calculus (4); Advanced Physics (4); Electricity (4); Highway Engineering (2); Railroad Engineering (3); Drawing (1).

WINTER TERM — Applied Calculus (4); Advanced Physics (4); Electricity (4); Details of Construction (3); Drawing (3).

SPRING TERM — Applied Mechanics (4); Electricity (4); Roof Trusses and Mine Timbering (4); Details of Construction (2); Drawing (2); Excursion (1).

Senior Year

FALL TERM — Geology (4); Roofs and Bridges (4); Tunneling (2); Graphic Statics (4); Engineering Construction (2); Excursion (1).

WINTER TERM — Astronomy (4); Hydraulics (4); Mine Lighting and Ventilation (2); Bridges (4); Thesis Work (4).

SPRING TERM — Civil Engineering — Contracts, Specifications, Laws, etc. (4); Sanitary Engineering (2); Thesis Work (12).

SHORT COURSE IN CIVIL AND MINING ENGINEERING

REQUIREMENTS — English — one term of Rhetoric, two terms of English Literature; Mathematics — three terms of Algebra, Plane Geometry. These may be taken in the Preparatory Course.

First Year

FALL TERM — Solid Geometry (4); Physics (5); Drawing and Descriptive Geometry (6); Surveying and Leveling (3).

WINTER TERM — Physics (5); Algebra (4); English (3); Drawing and Descriptive Geometry (6).

SPRING TERM — Plane Trigonometry (4); Leveling (3); Mining Surveying (6); Drawing (4).

Second Year

FALL TERM — Electricity (4); Highway Engineering (2); Railroad Engineering (6); Topographic Surveying (6).

WINTER TERM — Electricity (4); Tunneling and Mine Timbering (3); Details of Construction (4); Mine Lighting and Ventilation (2); Drawing (4).

SPRING TERM — Electricity (2); Engineering Construction (3); Hydraulics (4); Sanitary Engineering (2); Roofs and Bridges (4); Excursion (1).

COURSES OF STUDY

OF THE

STATE NORMAL COLLEGE

OF

OHIO UNIVERSITY

COURSES LEADING TO A DIPLOMA

The "Course in Elementary Education" for graduates of common schools is designed to meet the needs of the following classes: (1) Those who have passed the Patterson Examination and are graduates of the Common Schools; (2) those who can satisfy the Faculty of qualifications equivalent to Patterson graduation, although they do not hold a diploma from the County Examiners; (3) teachers and prospective teachers who hold county or city certificates, such students being excused from all the work of the first year of the course except American Literature, Rhetoric, School Drawing, School Music, and Physical Geography, these subjects to be taken during the second and third years in addition to the studies scheduled unless the student presents evidence to warrant his being excused by the Faculty; (4) graduates of high schools of Second and Third Grades, who would be excused from such studies as they have satisfactorily completed, and who in most instances would be able to begin the course in the third and second years respectively. The first three years of this course are of Preparatory Grade. The work of the fourth and fifth years is of college grade.

Students wishing to take a foreign language will be permitted to substitute such for studies in this course under the regulations governing substitutions.

In this connection, it should be stated that courses in the Common Branches, Beginning Latin, Algebra, Rhetoric, and a few other preparatory studies are given *each term*, although such a schedule is not shown by the tabulated courses below. This is done to accommodate students who do not enter at the beginning of the year. The Common Branches are presented

from the pedagogical point of view, and constitute an important part of the professional training of those preparing to teach, as the work is directly associated with the Department of Methods and the practice work in the Model School.

Graduates of high schools of the First Grade, from a Classical, Scientific, or English course, will be admitted with first-year rank to the two-year course for high-school graduates, or to the fourth year of the course for common-school graduates.

Grades and certificates from reputable institutions will be accepted and placed to the credit of the candidate for admission to the State Normal College.

Those who complete either of the courses in "Elementary Education" will be granted a Diploma. All the hours of college work completed in these courses will be credited on the course in "Secondary Education" or course in "Supervision," which courses lead to the degree of Bachelor of Pedagogy.

The plain figures denote the number of hours of credit and the figures in parentheses the number of hours of work to be given to the subject.

COURSE IN ELEMENTARY EDUCATION

(For Graduates of Common Schools)

First Year

FALL TERM — Grammar, 4; Physical Geography, 4; U. S. History, 3; Arithmetic, 5; School Drawing, 2 (4); School Music, 2 (4).

WINTER TERM — American Literature, 5; Political and Commercial Geography, 4; U. S. History, 4; School Drawing, 2 (4); School Music, 2 (4); Reading and Phonics, 3.

SPRING TERM — American Literature, 5; Penmanship, 2; Civics, 5; Rhetoric and Composition, 5; School Drawing, 2 (4); School Music, 2 (4).

Second Year

FALL TERM — Ancient History, 5; Algebra, 5; Physiology, 5; Advanced Reading, 5.

WINTER TERM — Mediæval History, 5. Algebra, 5; Botany, 5. Hand-work, 5.

SPRING TERM — Modern History, 5; Algebra, 5; Botany,

5; Elementary Pedagogy, 3 (5) or Elementary Mythology, 3; School Drawing, 2 (4).

Third Year

FALL TERM — English Literature, 5; Physics, 5; Descriptive Astronomy, 5; Psychology, 5.

WINTER TERM — English Literature, 5; Physics, 5; Introduction to Principles of Education, 3; Orthography, 2; Advanced Arithmetic, 5.

SPRING TERM — Advanced Grammar, 3 (5); Plane Geometry, 5; Rhetoric, 5; Elementary Agriculture (Nature Study), 4; Introduction to Principles of Education, 3.

Fourth Year

FALL TERM — U. S. History, 4; Chemistry, 4; Solid Geometry, 4; Paidology (Childhood), 3; Methods in Reading and Composition, 3.

WINTER TERM — U. S. History, 4; Chemistry, 4; Paidology (Boygirlhood), 3; Methods in Geography and Science, 5, or Primary Methods, 5.

SPRING TERM — U. S. History, 4; English Poetry — Byron, Keats, Shelley, 3; Accounting, 5; Paidology (Youth), 3; Methods in History and Mathematics, 3.

Fifth Year

FALL TERM — College Rhetoric, 3; Ethics, 3; Political Economy, 2; Botany, 4; Elementary Course of Study, 3; Teaching.

WINTER TERM — American Poetry, 4; Sociology, 3; Political Economy, 2; Zoology, 2; History of Elementary Education, 4; Teaching.

SPRING TERM — Zoology, 4; Psychology, 3; School Management and School Law, 2; History of Elementary Education, 4; Paidological Laboratory, 1; Teaching.

COURSE IN ELEMENTARY EDUCATION

(For Graduates of High Schools)

First Year

FALL TERM — U. S. History, 4; English Literature, 3; Physiology, 5; Psychology, 5; School Music, 2.

WINTER TERM — U. S. History, 4; English Literature — Emerson, 3; Introduction to Principles of Education, 3; Methods in Geography and Science, 5, or Primary Methods, 5; Hand-work, 4.

SPRING TERM — Advanced Arithmetic, 5; Advanced Grammar, 5; Elementary Agriculture (Nature Study), 4; Introduction to Principles of Education, 3; Methods in History and Mathematics, 3.

Second Year

FALL TERM — Solid Geometry, 4; Ethics, 3; Paidology (Childhood), 3; Elementary Course of Study, 3; Methods in Reading and Composition, 3; School Drawing, 1; Teaching.

WINTER TERM — American Poetry, 3; Sociology, 3; Zoology, 2; Paidology (Boys' and Girls' Life), 3; History of Elementary Education, 4; School Drawing, 1; Teaching.

SPRING TERM — Zoology, 4; Psychology, 3; Paidology (Youth), 3; History of Elementary Education, 4; School Drawing, 1; Teaching.

COURSES LEADING TO THE DEGREE OF BACHELOR OF PEDAGOGY

The courses in "Secondary Education" and in "Supervision" require 2,500 hours of class-room work for their completion. The required work is designated below and the student is expected to select the remaining hours from the electives offered in the various departments of the University. Students, by making judicious choice of electives — preferably after consultation with the college instructors most concerned — can easily emphasize scholarship in certain departments of study. For instance, the courses leading to a degree require two years of study given to a foreign language. The study of such language for an additional year, or for an additional two years, may be elected by students in other terms of the course pursued. In this manner, for further example, students may complete a required course and receive therein much more than the required amount of either Latin, Greek, German, French, or Spanish and thus graduate with such proficiency in the language studied as to be well prepared to fill the position of special teacher of that particular language. The same course can be pursued with reference to

other subjects of study scheduled in any department or college of the University.

The fulfillment of regular college requirements for entrance to a course leading to a bachelor's degree will admit to the "Course in Secondary Education," but entrance to the "Course in Supervision" requires in addition at least two years of experience in teaching. Those who complete either of these courses will be granted a diploma with the degree of Bachelor of Pedagogy.

A total minimum of 115 hours of teaching is required, but principals and superintendents of experience who in less time are able to demonstrate their ability to teach in accordance with scientific principles will not be held to the full time.

Credit will be given on these Courses of Study for equivalent work completed in other reputable institutions.

COURSE IN SECONDARY EDUCATION

(For Graduates of High Schools)

REQUIRED SUBJECTS

Freshman Year

FALL TERM — Latin (4); A Foreign Language (4); Solid Geometry (4); Political Economy (2); Tennyson (3); School Drawing (1).

WINTER TERM — Latin (4); A Foreign Language (4); Algebra (4); Political Economy (2); Invertebrate Zoology (2); School Drawing (1).

SPRING TERM — Latin (4); A Foreign Language (4); Plane Trigonometry and Surveying (4); Invertebrate Zoology (4); School Drawing (1).

Sophomore Year

FALL TERM — A Foreign Language (4); Chemistry (4); European History (3); Ethics (3); History of Secondary Education (4).

WINTER TERM — A Foreign Language (4); Chemistry (4); Anatomy (4); Sociology (3); History of Secondary Education (4).

SPRING TERM — A Foreign Language (4); Physiology (4); European History (3).

Junior Year

FALL TERM — Psychology (3); Paidology (Abnormal Child) (3); Principles of Education (3); College Rhetoric (3).

WINTER TERM — History of American Literature (4); Psychology (3); Paidology (Uncivilized Child) (3); Principles of Education (3); Methods (3).

SPRING TERM — History of English Literature (4); Paidology (Historical Child) (3); Comparative Study and Theory of Secondary Education (3); Methods (3).

Senior Year

FALL TERM — School Administration and School Law (2); Teaching; Introduction to Philosophy (3).

WINTER TERM — Secondary Course of Study (2); Teaching; Thesis (5).

SPRING TERM — Paidometry (3); Teaching.

COURSE IN SUPERVISION

(For Principals and Superintendents)

REQUIRED SUBJECTS

Freshman Year

FALL TERM — Latin (4); A Foreign Language (4); Solid Geometry (4); Political Economy (2); Tennyson (3); School Drawing (1).

WINTER TERM — Latin (4); A Foreign Language (4); Algebra (4); Political Economy (2); Invertebrate Zoology (2); School Drawing (1).

SPRING TERM — Latin (4); A Foreign Language (4); Plane Trigonometry and Surveying (4); Invertebrate Zoology (4); School Drawing (1); Nature Study (2).

Sophomore Year

FALL TERM — A Foreign Language (4); Chemistry (4); European History (3); Ethics (3); History of Ancient and Mediæval Education (4).

WINTER TERM — A Foreign Language (4); Chemistry (4); Anatomy (4); Sociology (3); History of Modern Education (4).

SPRING TERM — A Foreign Language (4); Physiology (4); European History (3); School Administration and School Law (3); History of Education in the United States (3).

Junior Year

FALL TERM — Psychology (3); Paidology (Abnormal Child) (3); Principles of Education (3); College Rhetoric (3).

WINTER TERM — History of American Literature (4); Psychology (3); Paidology (Uncivilized Child) (3); Principles of Education (3); Methods (3).

SPRING TERM — History of English Literature (4); Paidology (Historical Child) (3); Methods (3).

Senior Year

FALL TERM — Elementary Course of Study (3); Foreign and Domestic School Systems (4); Teaching; Introduction to Philosophy (4).

WINTER TERM — Secondary Course of Study (2); Teaching; Thesis (5).

SPRING TERM — Supervision and Criticism (3); Paidometry (3); Teaching.

A ONE-YEAR COURSE

(For College Graduates)

Those who complete this Course of Study will be granted a diploma with the degree of Bachelor of Pedagogy.

Students shall elect the grade of practice teaching desired, under the direction of the Dean of the Normal College. One hundred and fifteen hours of teaching are required, but those who are able to demonstrate their ability to teach in accordance with scientific principles will not be held to the full time, but such of this time as is not devoted to teaching must be filled with some of the other work given below.

Residence work will be required.

Students will select not less than 17 hours a week from the following:

FALL TERM — Elementary Course of Study (3); History of Ancient and Medieval Education (4); Paidology (3); Principles of Education (3); Methods (3); Problems in the Principles of Education (3); Foreign and Domestic School Systems (4); Paidological Laboratory (1); Thesis (1); Teaching.

WINTER TERM — Secondary Course of Study (2); History of Modern Education (4); Paidology (3); Principles of Education (3); Methods (3); Sources in the History of Education (3); Paidological Laboratory (1); Thesis (1); Teaching.

SPRING TERM — Supervision and Criticism (3); History of Education in the United States (3); Paidology (3); School Administration and School Law (3); Methods (3); Paidometry (3); Comparative Study and Theory of Secondary Education (3); Paidological Laboratory (1); Thesis (1); Teaching.

One-Year Course for Rural School Teachers

This course is designed to meet the needs of those preparing to teach in the rural schools and of those teaching in the rural schools. It includes a thorough review and study of every common-school branch except Physiology; also an introductory study of literature, public-school drawing and music, and one year of professional work with special reference to teaching in the rural schools. Students completing this course will be given a statement certifying thereto and including the branches studied and the grades received.

FALL TERM — Grammar (4); Physical Geography (4); U. S. History (3); History of American Literature (3); School Drawing (2); Elementary Psychology (5).

WINTER TERM — History of British Literature (3); Political and Commercial Geography (4); U. S. History (4); Reading and Phonics (3); School Drawing (2); Elements of Theory and Practice (5).

SPRING TERM — Rhetoric and Composition (5); Civics (5); Penmanship (2); Arithmetic (5); School Music (2); Rural School Methods (5).

ALUMNI ASSOCIATION**Officers**

President, E. D. SAYRE, '88.

Vice-President, S. L. McCUNE, '96.

Secretary, B. O. HIGLEY, '92.

Treasurer, C. M. COPELAND, '96.

Executive Committee

L. G. WORSTELL, '88.

L. M. JEWETT, '61.

W. B. LAWRENCE, '92.

I. M. FOSTER, '95.

Constitution

ARTICLE I. This Association shall be called the "Alumni Association of the Ohio University."

ART. II. The officers of the Association shall be a President, Vice-President, Secretary, Treasurer, and an Executive Committee, consisting of three members, to be chosen annually.

ART. III. The annual meetings of this Association shall be held in connection with the Commencement exercises of the University.

ART. IV. The object of this Association shall be to cultivate fraternal relations among the Alumni of the University and to promote the interests of our Alma Mater by the holding of social reunions, by literary exercises, or by such other means as the Association may, from time to time, deem best.

ART. V. Any member of the Faculty, and graduate of the University, also any one who has spent three years in the college classes of the University, and has been honorably dismissed, may, by the payment of one dollar and the signing of the Constitution, become a member of this Association.

ART. VI. This Constitution may be altered or amended at any annual meeting, by a vote of two-thirds of those present at such meeting.

ART. VII. *Amendment.* The members of this Association shall each pay into its treasury an annual fee of one dollar, and the sum so paid shall be expended in defraying the expenses of the annual reunion.

LIST OF STUDENTS*

COLLEGIATE DEPARTMENT

POST GRADUATE STUDENTS STUDYING FOR A DEGREE.

Bryson, Lucy Weethee, B. S.....	Athens.
Clifford, Grove D., A. B., B. D.....	Amesville.
Cookson, Charles William, A. B., B. Ped....	Somerset.
Matheny, Charles Morris, B. Ped.....	Athens.
Moore, Mary Ellen, A. B.....	Athens.
Place, Benoni Austin, A. B.....	Qualey.
St. Clair, Anna May, B. Ped.....	Portsmouth.
Sprau, George, A. B.....	Hamilton.
Thomas, Clement Eugene, Ph. B.....	Mendon.
Thomas, William Alexander, A. B.....	Athens.

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CLASS OF 1904

Bishop, Lenora Belle.....	Athens.
Conner, Flora Terhune.....	Athens.
Coultrap, Floyd E.....	Athens.
Elder, Adam Griggs.....	Athens.
Gibson, Elza Goodspeed.....	Mineral.
Hedrick, Eli Christian.....	Canal Winchester.
Heilman, William Theodore.....	Columbus.
Henry, Francis Beardsley.....	Athens.
McDaniel, John Edmon.....	Pomeroy.
Place, Benoni Austin.....	Qualey.
Smith, Murray Franklin.....	McArthur.
Smith, Thomas Maynard.....	Rutland.
Sprau, George	Hamilton.
Thomas, Clement Eugene.....	Mendon.
Tuttle, Eugene Vivian.....	Palmyra.
Waggoner, Chauncey William.....	Sugar Grove.*

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* This list includes the names of all students registered from the opening of the Spring Term, March 29, 1904, to the close of the Winter term, March 17, 1905.

SENIORS

Boger, George	Hamilton.
Caldwell, Josephine	Coolville.
Clayton, Mary Florence.....	Athens.
Connett, Harry Lewis.....	Athens.
Cornwell, Clifford Emerson.....	Athens.
Ely, George Leonard.....	Wellston.
Higgins, Cyrus Dow.....	Athens.
Hoover, Thomas Nathaniel.....	Piketon.
Jones, Albert Johnson.....	Athens.
Martin, Catherine Regina.....	Jackson.
Morton, Joshua Romine.....	Dexter.
Reinherr, Helen Adella.....	Woodsfield.
Taylor, Lucy May.....	Tappan.
Wright, James Otis Jr.....	Athens.

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JUNIORS

Bailey, Elizabeth	New Straitsville.
Biddle, Victor	Athens.
Clayton, David Roy.....	Athens.
Coultrap, Manning Gebhardt.....	Athens.
Crooks, Floyd Stanley.....	Ashville.
Crow, Frederick Wilkinson.....	Great Bend.
Figley, Orville Foss.....	Chillicothe.
Harris, Charles Henry.....	Athens.
Hawkins, Frank	Hamden Junction.
Howe, Mary Blanche.....	Athens.
McBride, Lida	Ludlow, Ky.
Merritt, William Schory.....	Columbus.
Miller, Guy Dolphus.....	Athens.
Murphy, Edward Chambers.....	Amanda.
Norton, Willey Higby.....	Staunton, Va.
Porter, Francis Marion.....	Circleville.
Preston, John Herrold.....	Athens.
Reynolds, John Fletcher.....	East Springfield.
Shurtz, Owen Kieffer.....	Ada.
Timberman, John Clement.....	Coalton.
Treudley, Mary	Athens.
Ullom, Jane Bayard.....	Athens.
Williamson, Frances	Lancaster.
Wood, Mayme Longfellow.....	Athens.

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SOPHOMORES

Baker, Harley Ellsworth.....	Athens.
Bean, Fanny Cozette.....	Athens.
Beckett, John Scouller.....	Hamilton.
Bishop, Minnie Grace.....	Athens.

Boetticher, John Edward.....	Sardis.
Brown, Milton Maywould.....	Bremen.
Carr, Arthur Davis.....	Athens.
Christman, George Washington.....	Judson.
Cooley, Calla Ernestine.....	Athens.
Cooley, John Milton.....	Athens.
Coughenour, Virgil J.....	Carlton.
Coultrap, Bernice Hughes.....	McArthur.
Cranmer, Lucy Aretha.....	Athens.
Davey, John William.....	Logan.
Dumaree, Charles Henry.....	Golf.
Dye, Sidney Ogier.....	Hamden Junction.
Fraser, Alice Mary.....	Conneaut.
Giauque, Niva Grace.....	Coshocton.
Gullum, Frank Barnhart.....	Hamden Junction.
Ketcham, Victor Alvin.....	Corning.
Kirkendall, Emmett Royal.....	Athens.
McAdoo, William Clark.....	Uhrichsville.
Miller, Henry Eldon.....	Millersport.
Mills, Lena Irene.....	Caldwell.
Mohler, Nellie Blanche.....	Albany.
Musgrave, Elizabeth	Clarksburg, W. Va.
Parks, James Jay.....	Hopedale.
Rine, Berenice Clifton.....	Bridgeport.
Schaeffler, Charles Harry.....	Athens.
Sexauer, Fred Karl.....	Chillicothe.
Shaw, Fred	Rushsylvania.
Templer, May	Belpre.
Walsh, Charles Leo.....	Athens.
Weintraub, Gerson Z.....	Braila, Roumania.
Will, Anna Marie.....	McArthur.
Wilson, Ralph Byron.....	Athens.
Wilson, Roy Earle.....	New Lexington.
Witters, Bertha	Lake.
Wood, Anna Estella.....	Smithfield.
Wood, Mary Ellen.....	Athens.

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FRESHMEN

Agler, Charles Marshall.....	Eldorado.
Anderson, George Murray.....	Chillicothe.
Beasley, William Floyd.....	Amesville.
Bechtol, Walter William.....	Athens.
Bingman, Carl Wilson.....	Latrobe.
Blackstone, Wilbert Stanley.....	Cumberland.
Boldman, Curtis Frowd.....	Ironton.
Bolton, Pansy Leona.....	Youngstown.
Bourquard, Alexander Burford.....	Marshfield.
Buck, Edward Carl.....	Athens.
Burchfield, Henry Raymond.....	Athens.
Caywood, George Homer.....	Somerset.

Connett, William Wyatt.....	Athens.
Coultrap, Don C.....	Athens.
Coultrap, Harry Mansfield.....	McArthur.
Cox, John Herron.....	New Concord.
Cripps, William Earl.....	East Liverpool.
Cunningham, Fred Nixon.....	Steubenville.
Dean, Dermont Clyde.....	Athens.
Dew, Nancy Louise.....	Athens.
Egan, Francis de Sales.....	McKeesport, Pa.
Evans, Rhys David.....	Athens.
Foster, Harry Zadoc.....	Athens.
Fuller, Josiah Allen.....	Athens.
Geeting, Charles Franklin.....	West Manchester.
Glazier, Ernest Benham.....	Belpre.
Green, Worth Gordon.....	Sunbury.
Greenlees, David Raymond.....	Fleming.
Groves, Frank Leslie.....	Nelsonville.
Harper, Ortha Lee.....	Ray.
Harter, Elizabeth	Marietta.
Henke, Heber Hunt.....	Athens.
Heyman, Roscoe Winfield.....	Bellevue.
Higgins, Annette Amity Amanda.....	Athens.
Higgins, Hannah Elizabeth.....	Athens.
Higgins, Winifred Belle.....	Athens.
Horton, Frank Oscar.....	Baltimore.
Householder, Leslie Wayne.....	Bremen.
Humphrey, Sara Clare.....	Ironton.
James, Alfred Hinton.....	Glouster.
Johnson, Aldis Adelbert.....	Farmdale.
Johnson, Howard Blaine.....	Plants.
Jones, Edgar Lawrence.....	Parkersburg, W. Va.
Judy, Edward Winfield.....	Canal Winchester.
Lady, William Franklin.....	Bethel.
Lewis, Mary Adaline.....	Athens.
McClure, Roy Thomas.....	Bloomingsburg.
McVey, John Tipton.....	Eastbank.
Mace, James Elwood.....	Buchtel.
Matheny, William Alderman.....	Athens.
Matthews, Charles Henry.....	Centerburg.
Mayes, Harry Welday.....	Steubenville.
Miller, Clarence Leroy.....	Rushsylvania.
Miller, Lawrence Alfred.....	Millersport.
Mills, Charles Edson.....	Athens.
Mills, Edward Allen.....	Athens.
Miser, Mary H.....	Conneaut.
Moon, Alice Emma.....	Warren.
Moore, Emmett Augustus.....	Anthony.
Moore, Sylvia	Athens.
Morgan, William Thomas.....	Bourneville.
Morris, Amos Reno.....	Carroll.
Myers, Jennie Clara.....	Canal Fulton.

Nesbitt, Margaret Anne.....	Bellaire.
Parks, George Crawford.....	Hopedale.
Patterson, Lena Estelle.....	Athens.
Pittis, Horace Eugene.....	Tappan.
Place, Jesse Alfred.....	Qualey.
Post, Charles Arthur.....	Russell, Iowa.
Robinett, Amanda Louisa.....	Albany.
Root, Alexander	Stewart.
Schaeffler, Madeline	Athens.
Scott, Fred Blaine.....	Athens.
Scott, William Wylie.....	Hopedale.
Simon, Mary Anna.....	Piqua.
Smith, Blanche Estelle.....	Athens.
Smith, Josiah Clare.....	East Liverpool.
Snow, Robert B.....	Athens.
Stine, Morris Denver.....	Hue.
Sudlow, Clyde Milford.....	Union Furnace.
Thompson, Ida May.....	Athens.
Thompson, Vaughn Conroy.....	Bryan.
Tinker, Arthur Whittaker.....	Athens.
Vanderslice, Marie Llewellyn.....	Youngstown.
Walker, Ina Maud.....	Athens.
Williams, Thomas Waldo.....	Lancaster.

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IRREGULAR AND SPECIAL STUDENTS

Bricker, Garland Armor.....	Etna.
Chaplin, Lulu May.....	New Martinsville, W. Va.
Darnell, Richard Fletcher.....	Urbana.
Elliott, Mary	Hillsboro.
Ewing, Edgar Louis.....	Ewington.
Hewitt, Ernest Waring.....	Linton, Ind.
Hizey, John Newman.....	Pickerington.
Johnson, Samuel Morrow.....	Trimble.
Pilcher, Sophia B.....	Athens.
Rector, Harry Floyd.....	Trimble.
Rorick, Mabel Acker.....	Athens.
Scott, John Willard.....	Huntington, W. Va.
Trisler, John Lafayette.....	Hartwell.
Wolfe, Carrie E.....	Athens.

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THIRD PREPARATORY

Alford, James Perry.....	Bremen.
Anthony, Allen Dwight.....	Union Furnace.
Biddle, James Kester.....	Athens.
Bingman, Oscar Bingman.....	Latrobe.
Bishop, Mary Virginia.....	Athens.
Brandt, Harry Holmes.....	Carroll.

Buchanan, Edith Amanda.....	Basil.
Carr, Charles Vincent.....	Sugar Grove.
Chadwell, Ernest Harding.....	Millfield.
Chalfant, Crawford Merrill.....	Thornville.
Chalfant, Gertrude	Thornville.
Chalfant, Hazel	Thornville.
Chappelear, Mary Loretta Burdsall.....	Trimble.
Clark, Bessie J.....	Ashley.
Climer, Alice Virginia.....	Vigo.
Climer, Jessie	Vigo.
Coulter, Lewis Eldon.....	Malta.
Creighton, Omar Clark.....	Atlanta.
Crout, Boyd Merrill.....	Dresden.
Crow, Herman G.....	Madison Mills.
Curran, Ella B.....	Corning.
Davisson, Joseph Robb.....	Hamden Junction.
Downer, Godfrey Kern.....	Monongahela, Pa.
Driggs, Frank Seaman.....	Athens.
Drury, William R.....	Glouster.
Elliott, Edward Byron.....	Hillsboro.
Evans, Zella May.....	Irondale.
Faist, Lydia Christine Louise.....	Woodville.
Finsterwald, Charles Fred.....	Guysville.
Fisher, Julius Royal.....	Akron.
Gallagher, John Blosser.....	Wellston.
Guy, Willard Arthur.....	Cincinnati.
Harmon, Elizabeth Adella.....	Aurora.
Hempsted, Burns Dent.....	Croton.
Honnold, James Randolph.....	Athens.
Hope, Ella Estella.....	Athens.
Hunter, Marie Douglas.....	Athens.
Jenkins, Thomas Webster.....	Peniel.
Johnson, Laurie Belle.....	Plants.
Kern, Lillian Lenore.....	Athens.
Koppe, Benjamin Winfield.....	Galion.
McBride, Jessie Enile.....	Tupper's Plains.
McCurdy, Mary	Mohawk Village.
Mason, Mabel Rose.....	Sugar Grove.
Matheny, Clarence Albert.....	Beaumont.
Mayes, James Ray.....	Steubenville.
Meyers, Effie Pearl.....	Amanda.
Mills, Howard Ashton.....	Caldwell.
Mills, Margaret Belle.....	Athens.
Moody, Vittoria	Bartlett.
Murphey, Caroline Belle.....	Albany.
Nice, Leonard Blaine.....	Marshfield.
Niman, Ida Augusta.....	Aurora.
Norris, George Newton.....	Stewart.
Ogier, John Thomas Jr.....	Hamden Junction.
Ormsby, Wallace Owen.....	North Jackson.
Osborn, Freeman Asbury.....	Long Bottom.

Pake, Ida Merle.....	Bainbridge.
Pearce, Clarence Spence.....	Hillsboro.
Peters, Homer Hoyt.....	Lockbourne.
Place, Olive Annette.....	Qualey.
Portz, Francis Milton.....	Bakersville.
Putnam, Virgene	Athens.
Richmond, Winifred Vanderbilt.....	Marshfield.
Roach, Donna Marie.....	Athens.
Rowan, Gertrude Marie.....	Poplarville, Miss.
Russell, Kyle Denton.....	Athens.
Sayre, William Arthur.....	Trimble.
Sivalls, Leora Ray.....	Woodville.
Six, Mary Cecile.....	Nelsonville.
Somerwill, Grace	Orwell.
Spohn, Burrell Blakeney.....	New Lexington.
Sprague, John Rollin.....	Millfield.
Staker, Mabel Catherine.....	Bremen.
States, Dora Alice.....	Spencerville.
Stine, Oscar Clemen.....	Glouster.
Thompson, Oliver	Hemlock.
Trimmer, Bessie Mabel.....	Amanda.
Tuttle, Harley Angelo.....	Diamond.
Walls, Edith Irma.....	Buchanan.
Ward, Lenna Ethel.....	Athens.
Watkins, Mary Carson.....	Athens.
White, Clyde	New Concord.
Wilkes, Mabel Wilhelmine.....	Athens.
Winter, Frederick Holston.....	Crooksville.
Winzeler, Alta Evelyn.....	Maumee.
Young, Iva	Everett.

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SECOND PREPARATORY

Adkins, Coston Barzillai.....	Williamsport.
Allard, William Thomas.....	Scioto.
Andrews, Jay Charles.....	Athens.
Bailey, Cora Ethlyn.....	Lilly Chapel.
Baker, Alvaretta	Athens.
Barton, William Howard.....	Adelphi.
Batterson, Iva Pearl.....	Bryan.
Bean, Cecil Calvert.....	Guysville.
Beckler, Charles Rudolph.....	Mineral.
Bingham, Garnet Gertrude.....	Athens.
Bingham, George Alvin.....	Athens.
Bond, William Rufus.....	Idaho.
Bourquin, Jessie Mabel.....	Buford.
Bower, Allen McClellan.....	Bakersville.
Britch, Kirby Ellsworth.....	Clearport.
Buell, Edgar Edison.....	Lore City.
Burgoon, John Alden.....	Carbon Hill.
Carleton, Phebe Jane.....	Coolville.

Carter, Arthur L.....	Quaker City.
Chute, Waldo Heber.....	Logan.
Clawson, Joseph Ernest.....	Okeana.
Conkle, William Everett.....	Seaman.
Conn, Adda May.....	Hemlock.
Copeland, Merle Benjamin.....	Stewart.
Cordell, Harry William.....	Powhatan.
Cranston, Emmett Barnes.....	Fairview.
Cross, Jessie Floy.....	Racine.
Crozier, Lua Alberta.....	Athens.
Cullums, Dean Lewis.....	Athens.
Davis, Louis Garfield.....	Crestline.
Davis, William Newell.....	Jackson.
Deibel, Augustus Bismarck.....	Avondale.
Doan, Osa Maude.....	Frost.
Dumaree, Edward Louis.....	Golf.
Dunstan, Lola May.....	Granville.
Earhart, John Douglas.....	Athens.
Eddy, Iva May.....	Athens.
Falls, Lenora	Bishopville.
Floyd, Oliver Wendell Holmes.....	Laurelville.
Francis, Mildred Isabel.....	Athens.
Fullerton, Clark	Stockdale.
Fulwider, Albert Paul.....	Athens.
Fulwider, William Elbert.....	Athens.
Gage, Edith Olga.....	Bartlett.
Gage, Gladys	Bartlett.
Gawthrop, Perry Cleveland.....	Athens.
Gawthrop, Robert Murray.....	Athens.
Groves, Nettie Arvilla.....	Lancaster.
Guiler, Mayme Jane.....	Whigville.
Hall, Musa C.....	Wilkesville.
Harman, Evarena	Lancaster.
Hawk, Helen Marie.....	Wilkesville
Hixson, Caroline	Athens.
Hixson, Ethel Sarah.....	Athens.
Hoskinson, Herbert Julius.....	Guysville.
Isaacs, Lot	Cadmus.
Johnson, Harvey Delos.....	Cortland.
Jordan, Katie Selina.....	Carroll.
King, Amelia	Mansfield.
Knight, Charles Kelly.....	Athens.
Lash, Lena Otto.....	Athens.
Lehman, Raymond Deford.....	Haydenville.
Livingston, Alfred Erwin.....	Coolville.
McBride, Grace Edna.....	Tupper's Plains.
Martin, Sadie Spears.....	Visalia, Ky.
Mason, Ina Beulah.....	Sugar Grove.
Maston, Charles William.....	Wakatomika.
Mechling, Frank Ernest.....	Glenford.
Melick, Clark Owen.....	Axline.

Morehart, Cleve	Lithopolis.
Newton, Charles Robert.....	Newcomerstown.
North, George Monfort.....	New Lexington.
Parker, Clarence Emmett.....	Athens.
Parker, Walter Ernest.....	Sinking Spring.
Phillips, Lenna Blanche.....	Athens.
Pollock, Ralph William.....	Coraopolis, Pa.
Porter, Frank	New Straitsville.
Quillen, Ralph	Letart.
Robinson, Minnie Maude.....	Chicago.
Simpson, Trixie	Little Hocking.
Smith, Arthur Noble.....	Bourneville.
Smith, Belva L.....	Republic.
Snyder, Grace Geraldine.....	Good Hope.
Stoltz, Effie Edith.....	Thornville.
Talbot, John Sherman.....	Carroll.
Warrener, Anna Alice.....	Federal.
Watkins, Nelson Moses.....	Portsmouth.
Welch, Wilson Johnson.....	Charleston, W. Va.
Wentz, George Willis.....	Athens.
White, Clyde Lawrence.....	Coolville.
Wiley, Anna Lora.....	Athens.
Wilkes, Ernest Constantine.....	Athens.
Woolley, Bruce D.....	Judson.

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FIRST PREPARATORY

Anthony, Ethel Fern.....	Athens.
Beasley, Mary Beatrice.....	Athens.
Beckler, Fred Hoadley.....	Mineral.
Bennett, Clarence Edward.....	Nelsonville.
Boarden, Grace	Carbon Hill.
Burgess, Grace Jennie.....	Bartlett.
Burgess, Irma Adda.....	Bartlett.
Burgoon, Anna Gertrude.....	Carbon Hill.
Cabeen, Fred Clark.....	Athens.
Campbell, May Lola.....	Glouster.
Cameron, Mabel Claire.....	Bainbridge.
Carman, Ralph Elliott.....	Unionport.
Christman, Jacob Branch.....	Athens.
Clester, Estella May.....	Athens.
Cooper, David Miller.....	Athens.
Copeland, Raymond Ellsworth.....	Stewart.
Dillinger, Herbert Franklin.....	Athens.
Druggan, Lizzie	Athens.
Dutton, Herbert Palmer.....	Hockingport.
Everett, Linnie	Athens.
Ewing, Arthur Kerr.....	Ewington.
Fitzer, Phoebe	Buchtel.
Ford, Joseph	Bidwell.
Gilmore, French Alexander.....	Trinway.

Gleim, George William.....	Wheelersburg.
Graham, Aimee	Barlow.
Henson, Ethel	Clay.
Higgins, Bessie Inez.....	Athens.
Higgins, Nina Gertrude.....	Athens.
Howard, Elsie Olive.....	Athens.
Johnston, Thomas Purley.....	McArthur.
Jones, Edgar Louis.....	Ewington.
Joyce, William Henry.....	Canaanville.
Kelley, Vernie	Athens.
Kenney, Eldon Clifford.....	Pleasanton.
Kenney, Lora May.....	Pleasanton.
Kincade, Myrta Pearl.....	Coolville.
Knerr, Thomas Frederick.....	Payne.
Koons, Francis Earle.....	Athens.
Lee, William Walter.....	Athens.
Lemon, Robert Clayton.....	Wheelersburg.
Lively, Bertha Alwilda.....	Albany.
McAdoo, Gracia	Uhrichsville.
McCreight, Raymond	Seaman.
McKenna, Daniel Peter Joseph.....	Valley Falls, R. I.
Marshall, Nora Belle.....	Athens.
Matheny, Harry Ray.....	Athens.
Matheny, Letha Mayme.....	Athens.
Mellinger, Franklin John.....	Nelsonville.
Merritt, Ollie Elizabeth.....	Point Rock.
Miles, Adria De Camp.....	Athens.
Morgan, Arthur James.....	Gibsonburg.
Morgan, Grace	Carbon Hill.
Nice, Millard Wayne.....	Marshfield.
Patterson, Attie Winifred.....	Athens.
Pickering, Goldie Gay.....	Athens.
Pickering, Iva Rosalie.....	Broadwell.
Place, William Allard.....	Qualey.
Porter, Delia Emma.....	Hopewell.
Power, Catherine	Nelsonville.
Riley, Walter Emmett.....	Hull.
Rohrbaugh, Olive	Calla.
Romine, Elva Addie.....	Athens.
Rush, Gretchen	Lake Benton, Minn.
Rutherford, Bessie Blanche.....	Zeal.
Seaman, David Orin.....	Athens.
Silvus, William Green.....	Athens.
Smith, Beulah	New Cumberland.
Spaulding, Guy Allen.....	Athens.
Stage, John Edward.....	Lancaster.
Stewart, Louis Bonar.....	Plainfield, N. J.
Sticklen, Anna Phoebe.....	Cove.
Sticklen, Charles Lewis.....	Cove.
Swartz, Delbert Wilson.....	McArthur.
Thomas, John	Jackson.

Thompson, Catherine	Haydenville.
Tippie, Loren Palmer.....	Athens.
Walburn, Wesley	Pincher.
Weed, Eva Lulu.....	Alice.
Weiss, Lulu Frances.....	Athens.
Whitmore, Charles Egbert.....	Buchtel.
Wilkes, Clarence Carson.....	Athens.
Wiikes, Fred Arnold.....	Athens.
Wiikes, Lulu Constance.....	Athens.

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ENROLLMENT IN THE STATE NORMAL COLLEGE, 1904-5

(Exclusive of Summer Term, 1904.)

FIRST YEAR IN ELEMENTARY EDUCATION

Bennett, Clarence Edward.....	Nelsonville.
Boarden, Grace	Carbon Hill.
Burgess, Grace Jennie.....	Bartlett.
Burgess, Irma Adda.....	Bartlett.
Burgoon, Anna Gertrude.....	Carbon Hill.
Cameron, Mabel Claire.....	Bainbridge.
Campbell, May Lola.....	Glouster.
Carman, Ralph Elliott.....	Unionport.
Christman, Jacob Branch.....	Athens.
Dillinger, Herbert Franklin.....	Athens.
Druggan, Lizzie	Athens.
Dutton, Herbert Palmer.....	Hockingport.
Ewing, Arthur Kerr.....	Ewington.
Ford, Joseph	Bidwell.
Gilmore, French Alexander.....	Trinway.
Gleim, George William.....	Wheelersburg.
Graham, Aimee	Barlow.
Henson, Ethel	Clay.
Higgins, Bessie Inez.....	Athens.
Higgins, Adda Melvina.....	Athens.
Kelley, Vernie	Athens.
Kincade, Myrta Pearl.....	Coolville, R. F. D. No. 3.
Lemon, Robert Clayton.....	Wheelersburg.
Lively, Bertha Alwilda.....	Albany.
McCreight, Raymond	Seaman.
Marshall, Nora Belle.....	Athens, R. F. D. No. 5.
Merritt, Ollie Elizabeth.....	Point Rock.
O'Connor, Rose Agnes.....	Defiance.
Pickering, Iva Rosalie.....	Broadwell.
Pickering, Goldie Gay.....	Athens.
Romine, Elva Addie.....	Athens.
Riley, Walter Emmett.....	Hull.
Seaman, David Orin.....	Athens, R. F. D. No. 7.

Silvus, William Green.....	Athens.
Stewart, Louis Bonar.....	Plainfield, N. J.
Sticklen, Anna Phoebe.....	Cove.
Sticklen, Charles Lewis.....	Cove.
Swartz, Delbert Wilson.....	McArthur.
Tippie, Loren Palmer.....	Athens, R. F. D. No. 6
Walburn, Wesley	Pincher.
Weed, Eva Lulu.....	Alice.

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SECOND YEAR IN ELEMENTARY EDUCATION

Bailey, Cora Ethlyn.....	Lilly Chapel.
Batterson, Iva Pearl.....	Bryan.
Barton, William Howard.....	Adelphi.
Bingham, George Alvin.....	Athens.
Bourquin, Jessie Mabel.....	Buford.
Bower, Allen McClellan.....	Bakersville.
Buell, Edgar Edison.....	Fairview.
Burgoon, John Alden.....	Carbon Hill.
Carleton, Phoebe Jane.....	Coolville.
Carter, Arthur L.....	Quaker City.
Conn, Adda May.....	Hemlock.
Cranston, Emmett Barnes.....	Fairview.
Cross, Jessie	Racine.
Crozier, Lua Alberta.....	Athens.
Cullums, Dean Lewis.....	Athens, R. F. D. No. 4.
Davis, William Newell.....	Jackson.
Deibel, Augustus Bismarck.....	Avondale.
Dunstan, Lola May.....	Granville.
Eddy, Iva May.....	Athens.
Falls, Lenora	Bishopville.
Fulwider, Albert Paul.....	Athens.
Gage, Edith Olga.....	Bartlett.
Gage, Gladys	Bartlett.
Gawthrop, Robert Murray.....	Athens.
Gawthrop, Perry Cleveland.....	Athens.
Groves, Nettie Arvilla.....	Lancaster.
Guiler, Mayme Jane.....	Whigville.
Hall, Musa C.....	Wilkesville.
Hawk, Helen Marie.....	Wilkesville.
Hixson, Caroline	Athens, R. F. D. No. 2.
Hixson, Ethel Sarah.....	Athens, R. F. D. No. 2.
Hoskinson, Herbert Julius.....	Guysville.
Jordan, Katie Selina.....	Carroll.
King, Amelia	Mansfield.
Lehman, Raymond Deford.....	Haydenville.
McBride, Grace Edna.....	Tupper's Plains.
Maston, Charles Wilson.....	Wakatomika.
Mechling, Frank Ernest.....	Glenford.
North, George Monfort.....	New Lexington.
O'Connor, Anna B.....	Defiance.

Parker, Walter Ernest.....	Sinking Springs.
Phillips, Lena Blanche.....	Athens.
Robinson, Minnie Maude.....	Chicago.
Smith, Belva L.....	Republic.
Snyder, Grace Geraldine.....	Good Hope.
Talbot, John Sherman.....	Carroll.
Warrener, Anna Alice.....	Federal.
Wiley, Anna Lola.....	Athens.
Wilkes, Ernest Constantine.....	Athens.
Woolley, Bruce D.....	Anthony.

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THIRD YEAR IN ELEMENTARY EDUCATION

Alford, James Perry.....	Bremen.
Biddle, James Kester.....	Athens.
Buchanan, Edith Amanda.....	Basil.
Chalfant, Hazel	Thornville.
Clark, Bessie J.....	Ashley.
Coulter, Louis Eldon.....	Malta.
Creighton, Omar Clark.....	Atlanta.
Curran, Ella B.....	Corning.
Evans, Zella May.....	Irondale.
Faist, Lydia Christine Louise.....	Woodville.
Harmon, Elizabeth Adela.....	Aurora.
McBride, Jessie Enile.....	Tupper's Plains.
McCurdy, Mary	Mohawk Village.
Mason, Mabel Rose.....	Sugar Grove.
Meyers, Effie Pearl	Amanda.
Mills, Margaret Belle.....	Athens.
Niman, Ida Augusta.....	Aurora.
Osborn, Freeman Asbury.....	Long Bottom.
Pake, Ida Merie.....	Bainbridge.
Pearce, Clarence Spence.....	Hillsboro.
Portz, Francis Milton.....	Bakersville.
Rowan, Marie Gertrude.....	Poplarville, Miss.
Sivalls, Leora Rae.....	Woodville.
Six, Mary Cecile.....	Nelsonville.
Somerwill, Grace	Orwell.
Spohn, Burrell Blakeney.....	New Lexington.
States, Dora Alice.....	Spencersville.
Trimmer, Bessie Mabel.....	Amanda.
Tuttle, Harley Angelo.....	Diamond, R. F. D. No. 9.
Walls, Edith Irma.....	Buchanan.
Ward, Lenna Ethel.....	Athens.
Wilkes, Mabel	Athens.
Winzeler, Alta Evelyn.....	Maumee.
Young, Iva	Everett.

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FRESHMEN

Agler, Charles Marshall.....	Eldorado.
Bolton, Pansy Leona.....	Youngstown.
Harter, Elizabeth	Marietta.
Higgins, Winifred Belle.....	Athens.
Horton, Frank Oscar.....	Loudonville.
Lady, William Franklin.....	Bethel.
Lewis, Mary Adaline.....	Athens.
Miser, Mary H.....	Couneaut.
Moon, Alice Emma.....	Youngstown.
Morgan, William Thomas.....	Bourneville.
Matheny, William Alderman.....	Athens, R. F. D. No. 9.
Myers, Jennie Clara.....	Canal Fulton.
Nesbitt, Margaret Anne.....	Bellaire.
Root, Alexander	Stewart.
Thompson, Ida May.....	Athens.
Vanderslice, Marie Llewellyn.....	Youngstown.

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SOPHOMORES

Bean, Fanny Cozette.....	Athens.
Bishop, Minnie Grace.....	Warren.
Boetticher, John Edward.....	Sardis.
Carr, Arthur Davis.....	Athens.
Christman, George Washington.....	Athens, R. F. D. No. 7.
Cooley, Calla Ernestine.....	Athens.
Cooley, John Milton.....	Athens.
Cranmer, Lucy Aretha.....	Athens.
Dumaree, Charles Henry.....	Golf.
Fraser, Alice Mary.....	Conneaut.
Giauque, Niva Grace.....	Coshocton.
Kirkendall, Emmett Royal.....	Athens.
McAdoo, William Clark.....	Uhrichsville.
Mills, Lena Irene.....	Caldwell.
Rine, Berenice Clifton.....	Bridgeport.
Schaeffler, Charles Harry.....	Athens.
Templar, May	Belpre.
Witters, Bertha	Lake.

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JUNIORS

Bailey, Elizabeth	New Straitsville.
Biddle, Victor	Athens.
Crooks, Floyd Stanley.....	Ashville.
Reynolds, John Fletcher.....	East Springfield.
Timberman, John Clement.....	Coalton.

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SENIORS

Boger, George	Hamilton.
Ely, George Leonard.....	Wellston.
Martin, Catherine Regina.....	Jackson.

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IRREGULAR

Bricker, Garland Armor.....	Etna.
Elliott, Mary	Hillsboro.
Mayle, Warner Washington.....	Athens.
Trisler, John Lafayette.....	Hartwell.

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CLASS OF 1904

Gibson, Elza Goodspeed.....	Mineral.
Hedrick, Eli Christian.....	Canal Winchester.
Heilman, William Theodore.....	Columbus.
Smith, Murray Franklin.....	McArthur.
Smith, Thomas Maynard.....	Rutland.
Thomas, Clement Eugene.....	Mendon.

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POST-GRADUATES

Linton, Nancy E., Ph. B.....	Lorain.
St. Clair, Anna May, Ph. B.....	Portsmouth.

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SUMMARY

First Year in Elementary Education.....	41
Second Year in Elementary Education.....	50
Third Year in Elementary Education.....	34
Freshmen	16
Sophomores	18
Juniors	5
Seniors	3
Irregular	4
Class of 1904.....	6
Post-Graduates	2
Total	179

ELECTRICAL ENGINEERING

Four Years' Course

Beckett, John Scouler.....	Hamilton.
Blackstone, Wilbert Stanley.....	Cumberland.
Carr, Charles Vincent.....	Sugar Grove.
Cooley, John Milton.....	Athens.

Cornwell, Clifford Emerson.....	Athens.
Coughenour, Vergil J.....	Carlton.
Cripps, William Earl.....	East Liverpool.
Cunningham, Fred Nixon.....	Steubenville.
Gullum, Frank Barnhart.....	Hamden Junction.
Heyman, Roscoe Winfield.....	Bellevue.
Johnson, Howard Blaine.....	Plants.
Murphy, Edward Chambers.....	Amanda.
Porter, Francis Marion.....	Circleville.
Waggoner, Chauncey William.....	Sugar Grove.
Weintraub, Gershon Z.....	Braila, Roumania.
Wright, James Otis.....	Athens.

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SHORT COURSE — SECOND YEAR

Anderson, George Murray.....	Chillicothe.
Bechtol, Walter William.....	New Bedford.
Boldman, Curtis Frowd.....	Ironton.
Burchfield, Henry Raymond.....	Athens.
Davey, John William.....	Logan.
Glazier, Ernest Benham.....	Belpre.
Green, Worth Gordon.....	Sunbury.
Greenlees, David Raymond.....	Fleming.
Groves, Frank Leslie.....	Nelsonville.
Harper, Ortha Lee.....	Ray.
Hempsted, Burns Dent.....	Croton.
Householder, Leslie Wayne.....	Bremen.
Jones, David Lewis.....	Wales.
Jones, David L.....	Wales.
Judy, Edward Winfield.....	Canal Winchester.
Kelly, Vaughn Milton.....	Union Furnace.
Mace, James Elwood.....	Buchtel.
Matthews, Charles Henry.....	Centerburg.
Miller, Henry Eldon.....	Thurston.
Mills, Edward Allen.....	Athens.
Parks, James Jay.....	Hopedale.
Pittis, Horace Eugene.....	Tappan.
Sexauer, Fred Karl.....	Chillicothe.
Shurtz, Owen Kieffer.....	Ada.
Stine, Morris Denver.....	Hue.
Sudlow, Clyde Milford.....	Union Furnace.
Tucker, Allen Mansfield.....	Evans, W. Va.
Walsh, Charles Leo.....	Athens.
Williamson, Thomas Waldo.....	Lancaster.
Wilson, Roy Earle.....	New Lexington.
Work, Taswell Beaver.....	Circleville.

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SHORT COURSE — FIRST YEAR

Arnold, Ralph	Bedford, Pa.
Bagwell, Omar Cabell.....	Bremen.
Barnes, Harry William.....	Albany.
Beasley, William Floyd.....	Amesville.
Brandt, Harry Holmes.....	Carroll.
Brokaw, Robert J.....	Centerburg.
Chadwell, Ernest Harding.....	Millfield.
Clester, William Albert.....	Athens.
Davisson, Joseph Robb.....	Hamden Junction.
Dean, Dermont Clyde.....	Athens.
Donaldson, Orville Merwin.....	Ridge.
Driggs, Frank Seaman.....	Athens.
Egan, Francis de Sales.....	McKeesport, Pa.
Fuller, Josiah Allen.....	Athens.
Fyke, John Lowell.....	Bryan.
Hanna, Benton Ellwood.....	Westville.
Hicks, Clifford M.....	Centerburg.
Hoffman, Albert Byron.....	Dayton.
Honnold, James Randolph.....	Athens.
Hughes, Charles Guy.....	Ridge.
Jones, Edgar Lawrence.....	Parkersburg, W. Va.
Kanable, Grover Guy.....	Oceola.
Katzenbach, Henry Frank.....	Nelsonville.
Koppe, Benjamin Winfield.....	Galion.
Marquis, Carroll Glenn.....	Mineral.
Miller, Clarence Leroy.....	Rushsylvania.
Miller, Lawrence Alfred.....	Millersport.
Mills, Howard Ashton.....	Caldwell.
Phelps, John Courtright.....	Lancaster.
Raney, Estelle Coler.....	Crooksville.
Schott, Alfred Fernando.....	Ragersville.
Scott, Fred Blaine.....	Athens.
Shattuck, Floyd Ellsworth.....	North Amherst.
Smith, Joseph Ross.....	Lancaster.
Smith, Josiah Clare.....	East Liverpool.
Thompson, Oliver	Hemlock.
Thompson, Vaughn Conroy.....	Bryan.
True, Austin Ray.....	Athens.
Warner, Henry Martin.....	Guysville.
Watanabe, Noble	Kobe, Japan.
West, Norman Orlando.....	Medina.
Willison, Frederick J.....	Croton.

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PREPARATORY

Britch, Kirby Ellsworth.....	Clearport.
Burgoon, John Alden.....	Carbon Hill.
Fryburger, Frank C.....	Cozaddale.

Pickering, Ambrose Frederick.....	Athens.
Pollock, Ralph William.....	Coraopolis, Pa.
Thomas, John	Jackson.

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ELECTING ONE OR MORE SUBJECTS

Clawson, Joseph Ernest.....	Okeana.
Elliott, Edward Byron.....	Hillsboro.
Little, Herbert Dils.....	Parkersburg, W. Va.

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COMMERCIAL COLLEGE

Full Commercial Course Completed 1904

McClure, Roy Thomas.....	Bloomingsburg.
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FOURTH YEAR IN COMMERCIAL COURSE

Carr, Arthur Davis.....	Athens.
Higgins, Cyrus Dow.....	Athens.
Miller, Guy Dolphus.....	Athens.
Walker, Ina Maud.....	Athens.

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THIRD YEAR IN COMMERCIAL COURSE

Curran, Oscar Waldo.....	Corning.
Lewis, Constance E.....	Trimble.
Lynch, Ora E.....	Burlingame, Kan.
Miller, Lawrence Alfred.....	Millersport.
Murphy, Edward Chambers.....	Amanda.
Norton, Willey Higby.....	Staunton, Va.
Parks, George Crawford.....	Hopedale.
Preston, John Herrold.....	Athens.
Robinett, Amanda Louisa.....	Albany.

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SPECIAL COURSE COMPLETED IN 1904

Anthony, Allen Dwight (Stenography).....	Union Furnace.
Beard, Ross Collin (Accounting).....	Centerburg.
Begland, Elizabeth Ronald (Stenography)....	New Straitsville.
Bell, Bess Florence (Stenography).....	Athens.
Bennett, John Madison (Accounting).....	Nelsonville.
Bishop, Lenora Belle (Stenography).....	Athens.
Cousins, Florence Martha (Stenography).....	Athens.
Crow, Frederick Wilkinson (Stenography)....	Great Bend.
Donaldson, Audrey Starr (Accounting and Stenography)	Athens.
Earhart, John Douglas (Accounting).....	Athens.
Grones, Mabel Beatrice (Stenography).....	Athens.
Hanning, Ethel Mildred (Stenography).....	Athens.

Hawk, Clara Dell (Accounting).....	Athens.
Hayes, Margaret Marie (Stenography).....	Athens.
Hearn, Teresa May (Stenography).....	Athens.
Hunter, Nellie Allison (Stenography).....	Marshfield.
Johnson, Laurie Belle (Accounting).....	Plants.
Johnson, Nettie Tabitha (Stenography).....	Athens.
Mayhugh, Esta Mabel (Stenography).....	Marshfield.
Milgate, Hannah Garrett (Stenography and Accounting)	New Straitsville.
Morrow, Garfield Blaine (Accounting).....	Claysville, Pa.
Musgrave, Elizabeth (Stenography).....	Clarksburg, W. Va.
Parks, George Crawford (Accounting).....	Hopedale.
Preston, John Herrold (Accounting).....	Athens.
Reeder, Grace (Accounting and Stenography).....	Judson.
Slaughter, Ray Elton (Stenography).....	Athens.
Spicer, Ava Fedora (Stenography).....	Athens.
Townsend, Mary Allen (Stenography).....	Athens.
Watkins, Flora (Stenography).....	Zaleski.
Wolfe, Ned Joseph (Accounting).....	Athens.
Woodworth, Robert Lorin (Accounting).....	Athens.
Woolley, Louise (Stenography).....	Judson.

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SPECIAL AND COURSE UNFINISHED

Andrews, Jay Charles.....	Athens.
Baird, James Herbert.....	Luhrig.
Baker, Faye Athens.....	Athens.
Beckett, John Scouller.....	Hamilton.
Bell, Ruby May.....	Corning.
Bennett, Thomas Riley.....	Athens.
Biddison, Emma Louise.....	Glouster.
Biddle, Mary Lucile.....	Athens.
Blackstone, Wilbert Stanley.....	Cumberland.
Blackwood, Alma Grace.....	Guysville.
Brown, Lonnie Cummins.....	Jersey.
Burch, Vernie Leë.....	Athens.
Burleigh, Viola May.....	Guysville.
Campbell, Ida Beil.....	Athens.
Caywood, George Homer.....	Somerset.
Clayton, David Roy.....	Athens.
Clayton, Mary Florence.....	Athens.
Coleman, Nell Eunice.....	Guysville.
Connett, William Wyatt.....	Athens.
Cooley, John Milton.....	Athens.
Copeland, Anna Louise.....	New England.
Cornwell, Clifford Emerson.....	Athens.
Coultrap, Manning Gebhardt.....	Athens.
Cox, Edith Claire.....	Athens.
Crooks, Floyd Stanley.....	Ashville.
Crossen, Maude Belle.....	Athens.
Cullums, Dean Lewis.....	Athens.

Curtis, Grace Undine.....	Athens.
Daft, Ernest Echols.....	Buchtel.
Davey, John William.....	Logan.
Davis, Joseph Bean.....	Nelsonville.
Davis, Louis Garfield.....	Crestline.
Donaldson, Grace Luella.....	Athens.
Dumaree, Edward Louis.....	Golf.
Dyson, Mary Elizabeth.....	Jobs.
Edmundson, Leila	Salem Center.
Elliott, Edward Byron.....	Hillsboro.
Ely, Frederick Henry.....	Wellston.
Evans, Edna	Athens.
Fagan, Anna Genevieve.....	Athens.
Fagan, Kate Magdalene.....	Athens.
Fleming, Lucy E.....	Amesville.
Fletcher, William Hugh.....	Albany.
Green, Worth Gordon.....	Sunbury.
Grones, Mabel Beatrice.....	Athens.
Groves, Blanche Cordelia.....	Lancaster.
Hampton, Edna Renietta.....	Nelsonville.
Hanning, Ethel Mildred.....	Athens.
Hartley, Harry Francis.....	Athens.
Hawk, Clara Dell.....	Athens.
Hayes, Margaret Marie.....	Athens.
Hearn, Teresa May.....	Athens.
Heyman, Roscoe Winfield.....	Bellevue.
Higgins, Adda Melvina.....	Athens.
Higgins, Bessie Incz.....	Athens.
Hogle, Charles Wesley.....	Kinsman.
Hooper, Hettie	Athens.
Hoskinson, Herbert Julius.....	Guysville.
Howard, Berta Leota.....	Athens.
James, Altred Hinton.....	Glouster.
Jones, Albert Johnson.....	Athens.
Joyce, William Henry.....	Canaanville.
Kelley, Alma Frances.....	Athens.
Kelley, John Lucas Clarence.....	Athens.
Kirkendall, Emmett Royal.....	Athens.
Law, Loretta Hortense.....	Station 15.
McClure, Hattie Clendenin.....	Royal.
McKee, Effie	Nelsonville.
Miller, Henry Eldon.....	Millersport.
Miller, Lawrence Alfred.....	Millersport.
Mills, Blanche Addine.....	Athens.
Mills, Clara Ginevra.....	Athens.
Moon, Alice Emma.....	Warren.
Moore, Alethia Elma.....	Athens.
Morris, Florence Elizabeth.....	Athens.
Munn, Orville Guy.....	Athens.
Needham, Ellen Pillsbury.....	Athens.
Norris, Eva	Stewart.

Ogier, Judson Holly.....	Hamden Junction.
Parks, James Jay.....	Hopedale.
Patton, William Franklin.....	Nelsonville.
Porter, Francis Marion.....	Circleville.
Portz, Francis Milton.....	Bakersville.
Reed, Alfred Earl.....	Athens.
Roach, Eva May.....	Athens.
Schaffler, Charles Harry.....	Athens.
Scott, Maud	Athens.
Sexauer, Fred Karl.....	Athens.
Shannon, Ella Veronica.....	Marshfield.
Smith, Blanche Estelle.....	Athens.
Smith, Murray Franklin.....	McArthur.
Spicer, Ava Fedora.....	Athens.
Stine, Morris Denver.....	Hue.
Taylor, Lucy Mae.....	Tappan.
Tharp, Amy Frances.....	Hemlock.
Thompson, Rufus Earldon.....	Austin.
Timberman, John Clement.....	Coalton.
Treudley, Mary	Athens.
Ulmer, Ray Francis.....	Athens.
Webster, Delpha	Athens.
Weidman, James Millard.....	Athens.
Weintraub, Gerson Z.....	Braila, Roumania.
Williamson, Thomas Waldo.....	Lancaster.
Wright, James Otis.....	Athens.
Young, Bertha Edna.....	Athens.

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COLLEGE OF MUSIC

Alderman, Nellie Addine.....	Glouster.
Angell, Lucy Pearl.....	Athens.
Arnold, Ralph	Bedford, Pa.
Baker, Faye Athens.....	Athens.
Baker, Harley Ellsworth.....	Athens.
Bailey, Cora Ethlyn.....	Lilly Chapel.
Ballinger, Cora	Prairie Depot.
Barth, Karl Morrison.....	Athens.
Beasley, Mary Beatrice.....	Athens.
Bell, Ruby May.....	Corning.
Bingham, Garnet Gertrude.....	Athens.
Bingman, Carl Wilson.....	Latrobe.
Birge, Mary Bessie.....	Chauncey.
Bishop, Mary Virginia.....	Athens.
Bourquin, Jessie Mabel.....	Buford.
Bowser, Ida Elizabeth.....	Lancaster.
Brooks, Dana Frances.....	Athens.
Buchanan, Edith Amanda.....	Basil.
Buxton, Bertha Edith.....	Athens.
Carr, Charles Vincent.....	Sugar Grove.

Chaifant, Gertrude	Thornville.
Chalfant, Hazel	Thornville.
Chaplin, Lulu May.....	New Martinsville, W. Va.
Chappelear, Mary Loretta Burdsall.....	Trimble.
Chrisman, Oscie Dru.....	Athens.
Chubb, Catherine	Athens.
Chute, Waldo Heber.....	Logan.
Clark, Bessie J.....	Ashley.
Clarke, Fauntelle Aileene.....	Glouster.
Climer, Alice Virginia.....	Vigo.
Climer, Jessie	Vigo.
Coe, Lettie Maud.....	Nelsonville.
Cooley, Calla Ernestine.....	Athens.
Copeland, Edna Florence.....	Athens.
Cornwell, Clifford Emerson.....	Athens.
Coultrap, Bernice Hughes.....	McArthur.
Cripps, William Earl.....	East Liverpool.
Crooks, Floyd Stanley.....	Ashville.
Cross, Jessie Floy.....	Racine.
Darnell, Richard Fletcher.....	Urbana.
Davis, Margaret Anne.....	Clay.
Day, James Ellsworth.....	Athens.
Deibel, Augustus Bismarck.....	Avondale.
Dew, Nancy Louise.....	Athens.
Donaldson, Grace Luella.....	Athens.
Driggs, Bessie Irene.....	Athens.
Dunstan, Lola May.....	Granville.
Earhart, John Douglas.....	Athens.
Earhart, Mazie Ada.....	Athens.
Elder, Adam Griggs.....	Athens.
Ely, George Leonard.....	Wellston.
Evans, Zella May.....	Irondale.
Fagan, Anna Genevieve.....	Athens.
Faist, Lydia Christine Louise.....	Woodville.
Finsterwald, Charles Fred.....	Guysville.
Fitzer, Phoebe	Buchtel.
Francis, Mildred Isabel.....	Athens.
Fulwider, Albert Paul.....	Athens.
Gage, Gladys	Bartlett.
Gawthrop, Perry Cleveland.....	Athens.
Gillett, Rea Kittie.....	Athens.
Goeppinger, Eva Catherine.....	Ravenna.
Goldsberry, Blaine Randolph.....	Athens.
Greenlees, David Raymond.....	Fleming.
Gross, Carl Lenox.....	Athens.
Guy, Willard Arthur.....	Cincinnati.
Hall, Elizabeth Alma.....	Logan.
Harman, Evarena	Lancaster.
Harmon, Elizabeth Adella.....	Aurora.
Harris, Charles Henry.....w.....	Athens.

Hastings, Lucile Fuller.....	Athens.
Higgins, Bessie Inez.....	Athens.
Higgins, Hannah Louise.....	Athens.
Hixson, Caroline	Athens.
Hoover, Thomas Nathanael.....	Piketon.
Hudson, Fanny Belle.....	Hamden Junction.
Hudson, Frankie Lorene.....	Athens.
Hudson, Myrtle	McArthur.
Humphrey, Sara Clare.....	Ironton.
Hunter, Marie Douglas.....	Athens.
Isaacs, Lot	Cadmus.
Johnson, Harvey Delos.....	Cortland.
Johnson, Nettie Tabitha.....	Athens.
Jones, Albert Johnson.....	Athens.
Josten, Martin	Athens.
Kern, Lillian Lenore.....	Athens.
Ketcham, Victor Alvin.....	Corning.
Kurtz, Frank Bartlett.....	Athens.
Lash, Lena Otto.....	Athens.
Lash, Mayme Belle.....	Athens.
Law, Loretta Hortense.....	Station 15.
Linnell, Helen	Jacksonville.
Linscott, Nellie Viola.....	Trimble.
Logan, Elizabeth Mearle.....	Athens.
Logan, Inez	Athens.
Louth, May Catherine.....	Athens.
Lynch, Ora Etta.....	Burlingame, Kan.
McAdoo, Gracia	Uhrichsville.
McKinstry, Cassie Bartlett.....	Athens.
McKinstry, Mary Claire.....	Athens.
McVey, Charles Don.....	Athens.
McVey, John Tipton.....	Eastbank, W. Va.
Mann, Samuel David.....	Athens.
Martin, Sadie Spears.....	Visalia, Ky.
Mason, Anna Claire.....	Athens.
Mason, Ina Beulah.....	Sugar Grove.
Mason, Lenna Beatrice.....	Athens.
Matheny, Letha Mayme.....	Athens.
Mayes, James Ray.....	Steubenville.
Melchi, Blanche Amber.....	Stewart.
Merritt, William Schory.....	Columbus.
Meyers, Effie Pearl.....	Amanda.
Miles, Adria De Camp.....	Athens.
Miller, Guy Dolphus.....	Athens.
Miller, Lawrence Alfred.....	Millersport.
Miser, Mary H.....	Conneaut.
Mohler, Mary Bertina.....	Albany.
Moore, Sylvia	Athens.
Murphy, Edward Chambers.....	Athens.
Neal, Robert Ernest.....	Athens.
Needham, Ellen Pillsbury.....	Athens.

Nesbitt, Margaret Anne.....	Bellaire.
Newton, Madge Alice.....	Athens.
Nice, Leonard Blaine.....	Marshfield.
Niman, Ida Augusta.....	Aurora.
Norton, Willey Higby.....	Staunton, Va.
Ormsby, Wallace Owen.....	North Jackson.
Pake, Ida Merle.....	Bainbridge.
Parker, Clarence Emmett.....	Athens.
Patton, Eva	Nelsonville.
Patton, Nellie B.....	Nelsonville.
Pickering, Anna Katharine.....	Athens.
Pickett, Florence	Athens.
Place, Benoni Austin.....	Qualey.
Place, Olive Annette.....	Qualey.
Porter, Francis Marion.....	Circleville.
Pospichel, Stephen	Buchtel.
Powell, Homer K.....	McComb.
Price, Myrtle Orel.....	Mendon.
Raney, Estelle Coler.....	Crooksville.
Rine, Berenice Clifton.....	Bridgeport.
Rittenberry, Mildred May.....	Buchtel.
Roach, Aldine Westcott	Athens.
Roach, Donna Marie.....	Athens.
Robinson, Etna May.....	Athens.
Rohrbaugh, Olive	Calla.
Rowan, Marie Gertrude.....	Poplarville, Miss.
Rush, Gretchen	Lake Benton, Minn.
Schaeffler, Charles Harry.....	Athens.
Scott, Loretta J.....	Nelsonville.
Secoy, Inez May.....	Athens.
Selby, Belle Goldie.....	Athens.
Silvus, Catherine	Athens.
Silvus, Effie	Athens.
Sisson, Ethel I.....	Nelsonville.
Six, Mary Cecile.....	Nelsonville.
Smith, Belva L.....	Republic.
Smith, Beulah	New Cumberland.
Snyder, Grace Geraldine.....	Good Hope.
Somerwill, Grace	Orwell.
Sprague, Royal Dent.....	Chauncey.
Staker, Mabel Catherine.....	Bremen.
Stewart, Clare Graham.....	Athens.
Stoltz, Effie Edith.....	Thornville.
Stoneburner, Sarah Wilson.....	Nelsonville.
Taylor, Lucy May.....	Tappan.
Thomas, Grace	Jackson.
Thompson, Catharine	Haydenville.
Treudley, Ruth	Athens.
Trimmer, Bessie Mabel.....	Amanda.
Ullom, Charlotte Devol.....	Athens.
Ulmer, Fred Arthur.....	Athens.

Ward, Lenna Ethel.....	Athens.
Walsh, Emma Evelyn.....	Athens.
Warrener, Anna Alice.....	Federal.
Webster, Alva Sylvester.....	Athens.
Webster, Delpha	Athens.
White, Homer	Athens.
Whitmore, Charles Egbert.....	Buchtel.
Wickham, Mabel Leona.....	Glen Ullin, N. Dak.
Wiley, Anna Lora.....	Athens.
Will, Anna Marie.....	McArthur.
Williams, Anna Pearl.....	Athens.
Williams, Mary Margaret.....	Athens.
Wilson, Ralph Byron.....	Athens.
Winters, Inez Claire.....	Latrobe.
Winzeler, Alta Evelyn.....	Maumee.
Wood, Austin Vorhes.....	Athens.
Work, Taswell Beaver.....	Circleville.
Young, Iva	Everett.
Zenner, Roe	Athens.

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Adair, Minnie Margaret.....	Albany.
Adams, Blanche	Columbus Grove.
Adkins, Coston Barzillai.....	Williamsport.
Agler, Charles Marshall.....	Eldorado.
Aikin, Merton	New Concord.
Alderman, Nellie Addine.....	Glouster.
Alford, James Perry.....	Bremen.
Allen, Besse	Athens, R. D. 1.
Allen, Grace	Glouster.
Allen, Walter Osman.....	New Plymouth.
Allison, Lola Maude.....	Steubenville.
Andrews, Anna	Derthick.
Ashbrook, Bertha	Milo.
Asher, Ethel Marie.....	New Holland.
Ashmore, Helen	Zanesville.
Armstrong, Blanche	Watertown.
Armstrong, Mary Leota.....	Laurelville.
Aten, Cora Ethel.....	Jackson.
Ater, Myrtle	Atlanta.
Atkinson, Ida Dell.....	Zaleski.
Ault, Alice Mabel.....	Haverhill.
Bagwell, Grace	New Straitsville.
Bailey, Elizabeth	Bremen.
Baker, Harley Ellsworth.....	Athens.
Baker, Mary	Athens.
Ballinger, Cora	Prairie Depot.
Banks, Walter Joseph.....	Crooksville.

Barnecut, Lillian	Nelsonville.
Barnes, Harry William.....	Albany.
Bartlett, Ethel	Bartlett.
Bartlett, Gertrude	Bartlett.
Bartlett, Ida Olin.....	Bartlett.
Barton, Bertha	Congo.
Bean, Lonzo Gardner.....	Athens.
Beard, Charles Albert.....	New Lexington.
Beard, Solomon Frederick.....	Bluffton.
Beasley, Bessie	Amesville.
Beasley, Jessie	Amesville.
Beasley, William Floyd.....	Amesville.
Bebout, Cary V.....	Hebron.
Beck, Ernest Ray.....	Thornville.
Beckett, John Scouller.....	Hamilton.
Beckle, Susie	Luhrig.
Beelman, Ethel Arobel.....	Chicago.
Beery, Mildred	Lancaster.
Bell, Minnie	Athens.
Biddison, Ella	Glouster.
Biddle, James Kester.....	Athens, R. D. 1.
Biddle, Mary Lucile.....	Athens, R. D. 1.
Biddle, Victor	Athens, R. D. 1.
Biel, Ella	Norwood.
Bierschwal, Anna Louise.....	Marietta.
Billington, Maud Blanch.....	Painesville.
Binckley, Owen Ellsworth.....	Smithfield.
Bingman, Carl Wilson.....	Latrobe.
Bingman, Oscar Perry.....	Latrobe.
Black, Edith	Bremen.
Blackburn, Mattie	Brokaw.
Blair, Kate Ruth.....	Columbus.
Boelzner, Ethel	Athens.
Boger, George	Hamilton.
Bolton, Pansy Leona.....	Youngstown.
Bolton, Rudolph Ray.....	Mendon.
Bond, William Rufus.....	Idaho.
Bostdorff, Henry Augustus.....	Waterville.
Bourquin, Jessie Maybel.....	Buford.
Bowman, May	Bartlett.
Boyd, Charles Wesley.....	Charleston, W. Va.
Boyd, Ernest Carl.....	Bourneville.
Boyd, Mattie Lucretia.....	Canal Winchester.
B'raley, Clara	Middleport.
Braley, Mina Ethel.....	Athens, R. D. 9.
Bricker, Garland Armor.....	Etna.
Brohard, Edith	Coalton.
Brohard, Joseph Morris.....	Jackson, R. D. 4.
Brohard, Myrtie	Coalton.
Brookhart, Edith	Celina.
Brown, John Augustus.....	Corning.

Brown, Lonnie Cummins.....	Jersey.
Brown, Marie Elizabeth.....	Xenia.
Brown, Milton Maywould.....	Bremen.
Buchan, Mary Lloyd.....	Mingo Junction.
Buchhagen, Lillie	Steubenville.
Buck, Edward Carl.....	Athens.
Buell, Bernard Blaine.....	Cortland, R. D. 1.
Buell, Edgar Edison.....	Lore City.
Buell, Margaret	Waverly.
Bunger, Charles Simeon.....	Lewisburg.
Burch, Vernie Lee.....	Athens.
Burchfield, Henry Raymond.....	Athens.
Burleigh, Viola	Guysville.
Burns, Margaret	Corning.
Burrell, Frank	Outville.
Bushman, Margaret	Coalton.
Buster, Squire	Wilmington.
Byer, Rodolph	Albany.
Calhoon, Goldie Celeste.....	New Lexington.
Calhoon, Mina Sabra.....	New Lexington.
Caldwell, Josephine	Coolville, R. D. 4.
Caldwell, Marie Jane.....	Coolville, R. D. 2.
Carmack, Katie Luella.....	Celina, R. D. 5.
Carman, Ralph Elliott.....	Unionport.
Carpenter, Esther	Albany.
Carpenter, Frances	Washington, C. 11.
Carr, Alberta	Athens.
Carter, Arthur L.....	Quaker City.
Cassill, George Benson.....	McArthur.
Cauffield, Arthur John.....	Latimer.
Chambers, Sherman Daniel.....	West View.
Chapman, Sarah	Crown City.
Cheadle, Georgia	Jacksonville.
Chilcote, Howard Curtis.....	Saxton, Pa.
Chrisman, Oscie Dru.....	Athens.
Christman, George Washington.....	Judson.
Christman, Matthew	Guysville.
Clark, John Francis James.....	Charleston, W. Va.
Clark, Lizzie Edith.....	Hillsboro.
Clendenin, Antoinette Jane.....	Athens, R. D. 1.
Clendenin, Mattie Lulu.....	Athens, R. D. 1.
Clester, Estella May.....	Athens, R. D. 2.
Clester, William Albert.....	Athens, R. D. 2.
Clifton, John Leroy.....	Etna.
Coakley, Florence	Nelsonville.
Cole, Mabel Ruth.....	Carroll.
Coleman, Nell Eunice.....	Guysville.
Conner, Grace Bradford.....	Athens.
Connett, Harry Lewis.....	Athens.
Conrad, Katherine	Eaton.
Cooley, Calla Ernestine.....	Athens.

Cooley, John Milton.....	Athens.
Copeland, Nellie Elizabeth.....	Athens.
Coughenour, Virgil J.....	Carlton.
Coultrap, Harry Mansfield.....	McArthur.
Coultrap, Manning Gebhardt.....	Athens.
Cox, Adda	Nelsonville.
Cox, Ellis V.....	Dayton.
Cox, Nell	Steubenville.
Craig, Olive May.....	Nelsonville.
Cram, Bertha Elizabeth.....	Zaleski.
Cranmer, Lucy Aretha.....	Athens.
Cranston, Emmett Barnes.....	Fairview.
Creighton, Omar Clark.....	Atlanta.
Crow, Herman G.....	Madison Mills.
Crozier, Lua Alberta.....	Athens.
Cullums, Dean Lewis.....	Athens.
Cummins, Bertha	Nelsonville.
Curl, Jennie	Greenfield.
Curran, Ella B.....	Corning.
Daniel, Lida Margaret.....	Cumberland.
Dauber, Estella	Jackson.
Davidson, Gertrude	Portsmouth.
Davis, Elizabeth	Coalton.
Davis, Hannah	Jackson.
Davis, John Henry.....	Lynchburg, Va.
Davis, Mabel	Big Run.
Davis, Margaret	Jackson.
Davis, William Newell.....	Jackson.
Day, Edna Durkee.....	Sandusky.
Deaver, Arthur George.....	Glenford.
Decker, Charles	Camden.
Deisher, Christian Glen.....	Lewisburg.
Devlyn, Anna Verna.....	Congo.
Dickerson, Harlan Jewett.....	South Zanesville.
Dickerson, Jesse	South Zanesville.
Dickinson, Helen	Richmond, Va.
Doan, Lenna Leota.....	Frost.
Doan, Mabel	Frost.
Dodge, Marcella	Urbana.
Dorr, Will Lee.....	Athens, R. D. 4.
Druggan, Elsie	Athens.
Druggan, Lizzie	Athens.
Drury, William R.....	Glouster.
Dumaree, Charles Henry.....	Golf.
Dumaree, Edith	Golf.
Dumaree, Edward Louis.....	Golf.
Duncan, Bessie	Trimble.
Dunkle, Herbert Bothwell.....	Athens.
Dysinger, Catherine	Lancaster.
Earnshaw, Helen May.....	Canal Fulton.
Eblen, Roy Emmett.....	Wellston.

Edmund, Walter Scott.....	Somerset.
Edmundson, Leila	Salem Center.
Eggleston, Maude	Bloominburg.
Elam, Maud Margaret.....	Ironton.
Ely, George Leonard.....	Wellston.
Evans, Edna	Athens, R. D. 7.
Evans, Fred	Athens, R. D. 7.
Everhart, Walter H.....	Chili.
Everitt, Arthur Clayton.....	Lancaster.
Fagan, Anna Genevieve.....	Athens.
Fagan, Kate Magdalene.....	Athens.
Fairhead, Lisbeth Drake.....	Covington, Ky.
Falls, Ida Lenora.....	Bishopville.
Feagans, Halcyon	Bloominburg.
Fipps, John Floyd.....	Jeffersonville.
Fleming, Lucy	Amesville.
Flinn, Cora	Latrobe.
Forsythe, Elsie	Granville.
Fosler, Flora	Lancaster.
Fox, Grace	Coolville.
French, Nora	Mineral.
Fuller, Flora	New Plymouth.
Fullerton, Clark	Stockdale.
Gage, Edith Olga.....	Bartlett.
Gage, Gladys	Bartlett.
Gard, Clifford Albert.....	Wellston.
Gates, Anna	Newport.
Geeting, Charles Franklin.....	West Manchester.
Gephart, Thomas Benton.....	Williamsport.
Giauque, Niva Grace.....	Coshocton.
Gibbs, Bertha May.....	Luhrig.
Gibson, Clara Estella.....	Marysville.
Giesey, Gertrude	Smithfield.
Gilmore, French Alexander.....	Trinway.
Glen, Nellie	Roxbury.
Goddard, Augusta Maria.....	Amesville.
Goddard, Gladys	Amesville.
Goeppinger, Eva Catherine.....	Ravenna.
Graham, Frank	Trinway.
Gross, Haidee Coral.....	West Unity.
Hall, Mabel	Chauncey.
Hall, Musa C.....	Wilkesville.
Hall, William Loring.....	Portland.
Hambleton, Antrum Marion.....	Hooksburg.
Hanna, Benjamin Ellwood.....	Westville.
Hanning, Ethel Mildred.....	Athens.
Harriman, Bertha	Austin.
Hastings, Laura Matilda.....	Athens.
Hatch, Mattie Wiley.....	Athens.
Hawk, Clara Dell.....	Athens, R. D. 9.
Hawk, Helen Marie.....	Wilkesville.

Hawkins, Sadie Belle.....	Hamden Junction.
Hayden, Charles Ernest.....	Nelsonville.
Hayes, Margaret Marie.....	Athens.
Hedrick, Eli Christian.....	Canal Winchester.
Heeter, Charles Allen.....	Lewisburg.
Henry, Anna Elizabeth.....	Kinsman.
Henry, Charlotte	Kinsman.
Herd, Cora Belle.....	Lunda.
Herrold, Allatta	Nelsonville.
Herrold, Martha	Nelsonville.
Herrold, Mary	Nelsonville.
Heyman, Roscoe Winfield.....	Bellevue.
Hickman, Bertha	Hockingport.
Hickman, Mildred Madeline.....	Nelsonville.
Higgins, Annette Amity Amanda.....	Athens.
Higgins, Cyrus Dow.....	Athens.
Higgins, Hannah Elizabeth.....	Athens.
Higgins, Inez May.....	Nelsonville.
Hill, Carl Howard.....	Canaanville.
Hine, Agnes Marie.....	Painesville.
Hine, Helen	Cortland.
Hixson, Caroline	Athens, R. D. 2.
Hoerner, Osa	Euphemia.
Hoffman, Charles Austin.....	Euphemia.
Hoffman, Harry Austin.....	Euphemia.
Hogle, Charles Wesley.....	Kinsman.
Honnold, James Randolph.....	Hue.
Hoover, Thomas Nathanael.....	Piketon.
Horton, Clarissa Olive.....	Baltimore.
Horton, Frank Oscar.....	Baltimore.
Horton, Laura Genevieve.....	Baltimore.
Hoskins, Lena Estella.....	Jackson.
Hoskinson, Herbert Julius.....	Guysville.
Hougland, Cora May.....	Zaleski.
Howard, Elsie Olive.....	Athens.
Hudson, Fanny Belle.....	Hamden Junction.
Hudson, Myrtle	McArthur.
Hunter, Annis	Glade.
Hunter, Edith May.....	Marshfield.
Hunter, Roy Bryant.....	Bridgeport.
Hutchins, Flora Estella.....	New Straitsville.
Hutchison, Gertrude	Baltimore.
Hutt, Mabel	Waverly.
Hysell, Bertha	Pomeroy.
Imes, Bertha	Lewisburg.
Jackson, Dora May.....	Jackson.
Jacoby, George William.....	Long Bottom.
Jenkins, Leah Anna.....	Peniel.
Johnson, Aldis Adelbert.....	Farmdale.
Johnson, Carrie	Waverly.
Johnson, Jennie Mahala.....	Plants.

Johnson, Muriel Kate.....	Sugar Grove.
Johnston, Grace	Athens.
Jones, Carmi Rodman.....	Chillicothe.
Jones, Edgar Lawrence.....	Parkersburg, W. Va.
Jones, John Lewis.....	Pataskala.
Jordan, Katie Selina.....	Carroll.
Joyce, Margaret	Corning.
Kaler, Mary Engle.....	Athens.
Katzenbach, Henry Frank.....	Nelsonville.
Kent, Estella	Spencer.
Kirkendall, Emmett Royal.....	Athens.
Kirkendall, Ruby Dell.....	Athens, R. D. 4.
Klein, Amelia S.....	Lancaster.
Knowlton, Cora Belle.....	Albany.
Koons, Inez Leona.....	Athens.
Koons, Lena.....	Athens.
Kratsch, Emma	Massillon.
La Bounty, Lettie.....	Chicago.
Lady, William Franklin.....	Bethel.
Laird, Nelle Reed.....	Jackson.
Lake, Edith	Jackson.
Larzalere, Nicholas Lafayette.....	Roseville.
Latham, Lida	Hayden.
Latham, May	Hayden.
Lawrence, Chauncey	Waverly.
Lawrence, Stanley	New Holland.
Le Favor, Ella	Athens.
Lee, Goldie Wallace.....	Athens.
Leiter, Milton Monroe.....	Verona.
Lewis, Mary Adaline.....	Athens.
Leydorf, Clara Catherine.....	Perrysburg.
Linton, Elizabeth	Nelsonville.
Linton, Nancy E.....	Frost.
Lively, Bertha Alwilda.....	Albany.
Livingston, Calvin Clinton.....	Urbana.
Logan, Inez Lorene.....	Athens.
Long, Gertrude	Mingo Junction.
Lutz, George Wayne.....	Langsville.
Lyons, Kathryn Margaret.....	Pickerington.
Lyons, Lizzie Mary.....	New Concord.
McArtor, Samuel	Comly.
McBride, Grace Edna.....	Coolville.
McBride, Jessie Enile.....	Coolville.
McBride, Lida	Ludlow, Ky.
McBride, Mary Addie.....	Coolville.
McBride, Samuel Thomas.....	Coolville.
McCall, Hannah	Coolville, R. D. 3.
McCoy, Harry Stewart.....	Eldorado.
McCoy, Vesta	Gallipolis.
McClure, Hattie Clendenin.....	Royal.
McEvoy, Mary	Youngstown.

McKee, Effie	Nelsonville.
McKee, Sada Eliza.....	New Washington.
McLaughlin, Henry Max.....	Wilkesville.
McNerny, Mame	Nelsonville.
Mahaffy, Erwin	Hills Fork.
Marvin, Grace Alicia.....	Cortland.
Master, Mary Fitch.....	Waverly.
Maston, Russell Clark.....	Wakatomika.
Mathews, Isaac Guy.....	Girard.
Mayborn, Lu Ellen.....	Kinsman.
Mechling, Frank Ernest.....	Glenford.
Mellott, Camden S.....	Beallsville.
Merritt, William Schorp.....	Columbus.
Miller, Albert Earl.....	Nellie.
Miller, Clarence Leroy.....	Rushsylvania.
Miller, Grace Lee.....	West Chester.
Miller, Guy Adolphus.....	Athens.
Miller, Verna	Athens.
Mills, Charles Edson.....	Athens.
Mills, Edward Allen.....	Athens.
Milton, Catherine	Youngstown.
Mitchell, Grace Ethel.....	Albany.
Mohler, Nellie Blanche.....	Albany.
Moody, Vittoria	Bartlett.
Moor, Myrtle Glee.....	Nelsonville.
Moore, Emmett Augustus.....	Guysville, R. D. 1.
Morgan, Maggie Mildred.....	Athens.
Morgan, Mary Luella.....	Sugar Grove.
Morgan, William Thomas.....	Maynard.
Morris, Margaret	Westville.
Morrow, Minnie Gertrude.....	Bartlett.
Morton, Joshua Romine.....	Dexter, R. D. 1.
Munn, Earl Guy.....	Athens.
Myers, Jennie Clara.....	Canal Fulton.
Neal, Ernest	Arabia.
Nesbitt, Margaret Anne.....	Bellaire.
Newton, Madge Alice.....	Athens.
Nicholson, Ethel	Jacksonville.
Noble, Blanche	Orient.
Noble, Elizabeth	Orient.
Noble, Elsie Belle.....	Orient.
Norris Eva	Stewart.
Norton, Willey Higby.....	Staunton, Va.
Nye, Lelah	Chauncey.
O'Brien, Selden	Flora.
O'Connor, Anna B.....	Defiance.
O'Connor, Rose Agnes.....	Defiance.
O'Farrell, Charles	Corning.
Orr, Hattie	Albany.
Osborn, Alva Davis.....	East Liverpool.
Osborn, Freeman Asbury.....	Long Bottom.

Palmer, Dottie	Bremen.
Palmer, Mary	Bremen.
Parker, Emil Edward.....	Zelda.
Patton, William Franklin.....	Nelsonville.
Perkins, Will M.....	McArthur.
Petry, David A.....	West Manchester.
Pettingall, Armena	Portsmouth.
Pierce, Blanche Mary.....	Duval.
Pierce, Chauncey Roy.....	Duval.
Pirrung, Joseph Edward.....	Portsmouth
Place, Jesse Alfred.....	Qualey.
Place, Rowena	Coolville.
Plotner, Inez	West Mansfield.
Portz, Harvey Oscar.....	Newcomertown.
Powell, Homer K.....	McComb.
Power, Catherine	Nelsonville.
Price, Abigail Virginia.....	Wellston.
Price, Myrtle Orel.....	Mendon.
Pryor, David D.....	Etna.
Pullan, Eva	Rushville.
Putnam, Harriet Lamb.....	Athens.
Rarick, Jacob Walter.....	Junction City.
Raw, Eva May.....	Athens.
Rea, George Arthur.....	Good Hope.
Reeves, George Walter.....	Albany.
Reichelderfer, Eva Grace.....	Stringtown.
Reinherr, Helen Adella.....	Woodsfield.
Reinke, Frances Margaret.....	Gnadenhutten.
Reinke, Helen Eugenia.....	Gnadenhutten.
Reynolds, John Fletcher.....	East Springfield.
Riley, Walter Emmett.....	Guysville, R. D. 2.
Rine, Berenice Clifton.....	Bridgeport.
Ring, Fred Dorsey.....	Bridgeport.
Riter, Nicholas John.....	Ironton.
Roberts, Myrtle	Columbus.
Robins, Mary Anderson.....	Richmond, Va.
Robison, Margaret	Proctorville.
Robinson, Paul Everett.....	Mendon.
Rogers, Carrie Capitola.....	Nelsonville.
Romick, Mabel	Hilliard.
Romine, Addie Elva.....	Torch.
Rowles, Ethel	Bremen.
Rumbarger, Lucile	Elkins, W. Va.
Ruston, James	Athens.
Ruston, William	Athens.
Rutherford, Bessie Blanche.....	Zeal.
St. Clair, Anna May.....	Portsmouth.
Sampson, Ethel	Lancaster.
Sargent, Edna	Nelsonville.
Sayre, Cora Lucretia.....	Plants.
Schramm, Elizabeth	Stanleyville.

Scott, Anna Pearl.....	Homeworth.
Scott, Beulah Lorene.....	Nelsonville.
Scott, Elizabeth	Dennison.
Scott, William Wylie.....	Hopedale.
Seeger, Florence	Youngstown.
Seibert, Edward Arlington.....	Fremont.
Seibert, Eugene Charles.....	Cleveland.
Shaeffer, Maria	Lancaster.
Shafer, Nora Belle.....	Hicksville.
Shaffer, Alice	Beaumont.
Shannon, Alice	Marshfield.
Sharp, David Benjamin.....	Albany.
Shaw, Fred	Rushsylvania.
Shaw, Marvey	Athens, R. D. 4.
Shearer, Fred	Hamilton.
Sherwood, George Clarence.	Covington, Ky.
Shilt, Volney Jacob.....	Verona.
Shirkey, Mattie	Chauncey.
Shirkey, Sylvia	Chauncey.
Simon, Abbey	Lancaster.
Simpson, Trixie	Little Hocking.
Skinner, Aida	Hilliard.
Slaughter, Blanche Mayme.....	Athens.
Slutz, Earl Ransom.....	Athens.
Smith, Aletha Blanche.....	Coolville.
Smith, Anna Elizabeth.....	Waverly.
Smith, Ella May.....	Mendon.
Smith, Flora Belle.....	Rutland, R. D. 2.
Smith, Murray Franklin.....	McArthur.
Snyder, Grace G.....	Good Hope.
Sprague, John Rollin.....	Millfield.
Springer, Emmett Vance.....	Richmondale, R. D. 4.
Stahl, Eugene Marion.....	Stoutsville.
Staneart, Amanda Eleanor.....	Bolins Mills.
Staneart, Bessie May.....	Bolins Mills.
Starkey, Marietta	Glouster.
States, Dora Alice.....	Mendon.
Steinmetz, John Jay.....	Pleasanton.
Stevens, James Emerson.....	Westville.
Stewart, Lewis Bonar.....	Plainfield, N. J.
Stewart, May	Nelsonville.
Sticklen, Anna	Cove.
Sticklen, Charles Lewis.....	Cove.
Storing, Julia	Uhrichsville.
Strickler, Cora	Corning.
Stubbins, Loretta	Mingo Junction.
Swartz, James Monroe.....	Pemberville.
Tarbill, Alice	Atlanta.
Taylor, Lillie	Jacksonville.
Templer, May	Belpre.
Thomas, Clement Eugene.....	Mendon.

Thomas, Nellie Ginevra.....	Mendon.
Thompson, Bert McCune.....	Senecaville.
Thompson, Harry Merriitt.....	Columbus.
Thompson, Luther	Powellsville.
Thompson, Rufus Earldon.....	Austin.
Timberman, John Clement.....	Coalton.
Timberman, Meda	Ray.
Treudley, Helen	Athens.
Treudley, Ruth	Athens.
Trewthart, Alice	Portsmouth.
True, Austin Ray.....	Athens.
Tuttle, Harley Angelo.....	Palmyra.
Ulmer, Ray Francis.....	Athens.
Underwood, Clarence Cecil.....	East Palestine.
Van Atta, Pleasy Leonard.....	Crooksville.
Van Pelt, Anna Martha.....	Lynchburg.
Vaughn, Maude	Mantua Station.
Verity, Mabel Vernon.....	Nelsonville.
Vining, John Byrum.....	Marengo.
Wadsworth, Anna	Mantua Station.
Wagner, George Everett.....	Watertown.
Wagner, Lillian	Basil.
Walls, Edith Irma.....	Buchanan.
Walsh, Beatrice	Glouster.
Ward, Ethel	Lancaster.
Warner, Henry Martin.....	Guysville, R. D. 1.
Warrener, Anna Alice.....	Federal.
Warthman, Irene Belle.....	New Plymouth.
Waterman, Carrie	Coolville.
Watson, Mary France.....	New Concord, R. D. 30.
Watson, Nellie Fay.....	Baltimore.
Weaver, Samuel Edwin.....	New Straitsville.
Weber, Elizabeth Grace.....	Toledo.
Webster, Delpha	Athens.
Wedge, Ida M.....	Glouster.
Weed, Eva Lulu.....	Alice.
Weigel, Martha	Salineville.
Weinheimer, Mattie	Marietta.
Wells, Eva Z.....	Lancaster.
White, Clyde	New Concord.
White, Della	Athens.
White, Ida	Albany.
White, Mollie	Athens.
White, Myrtle	Albany.
Whitmer, Mary Eva.....	New Straitsville.
Wilcox, Bertha Amanda.....	Amesville.
Wilkes, Ernest Constantine.....	Athens.
Will, James Bothwell.....	McArthur.
Willford, Florence	New Washington.
Williams, Clara	Athens.
Williams, Jennie	New Lexington.

Williams, Verda	Raymond.
Williamson, Bertha Isaphene.....	Marietta.
Willis, Gertrude	Nelsonville.
Willis, Virgil	Franklin Furnace.
Wilson, Arthur Lawrence.....	Winchester.
Wilson, Cassie Thomas.....	Athens.
Wilson, Ralph Byron.....	Athens.
Wines, Eliza	Hebbardsville.
Winget, Della	Greenville.
Winters, Inez Claire.....	Latrobe.
Wolfe, Effie	Logan.
Wolff, William George.....	Woodsfield.
Woolley, Bruce D.....	Guysville, R. D. 2.
Woolley, John Jefferson.....	Guysville, R. D. 2.
Wright, Angie O.....	Hicksville.
Wright, Hugh Johnson.....	Leesburg.
Wright, James Otis Jr.....	Athens.
Young, Bertha Edna.....	Athens.
Young, Iva	Everett.
Zentmeyer, Nellene	Dresden.

GENERAL SUMMARY OF STUDENTS BY DEPARTMENTS AND CLASSES

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Seniors	14
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Freshmen	86
Irregular and Special Students.....	14
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First Preparatory	84
State Normal College.....	179
Electrical Engineering	98
Commercial College	151
College of Music.....	191
Summer School	557
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Total	1,644
Names counted more than once.....	597
<hr/>	
Total	1,047

GENERAL SUMMARY OF STUDENTS BY TERMS

Spring Term, March 29, 1904 to June 16, 1904.....	387
Summer Term, June 20, 1904 to July 29, 1904.....	557
Fall Term, September 13, 1904 to December 23, 1904.....	358
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Total number of students, counting no name more than once. 1,047

OHIO UNIVERSITY

DEGREES CONFERRED JUNE 17, 1904

A. B.

Place, Benoni Austin.....	Qualey, Ohio.
Sprau, George	Hamilton, Ohio.

Ph. B.

Bishop, Lenora Belle.....	Athens, Ohio.
Conner, Flora Terhune.....	Athens, Ohio.
Coultrap, Floyd E.....	Athens, Ohio.
Elder, Adam Griggs.....	Athens, Ohio.
Gibson, Elza Goodspeed.....	Mineral, Ohio.
Heilman, William Theodore.....	Columbus, Ohio.
Henry, Francis Beardsley.....	Athens, Ohio.
McDaniel, John Edmon.....	Pomeroy, Ohio.
Smith, Thomas Maynard.....	Rutland, Ohio.
Thomas, Clement Eugene.....	Mendon, Ohio.

B. S.

Smith, Murray Franklin.....	McArthur, Ohio.
Tuttle, Eugene Vivian.....	Palmyra, Ohio.

B. Ped.

Hedrick, Eli Christian.....	Canal Winchester, O.
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B. S. in Electrical Engineering

Waggoner, Chauncey William.....	Sugar Grove, Ohio.
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Diploma for the Four-Year Commercial Course

McClure, Roy Thomas.....	Bloomington, Ohio.
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Diploma, Course in Elementary Education

Bishop, Minnie Grace.....	Athens, Ohio.
Cranmer, Lucy Aretha.....	Athens, Ohio.
Giauque, Niva Grace.....	Coshocton, Ohio.
Templer, May	Belpre, Ohio.

Diploma, Short Course in Electrical Engineering

Bechtol, Walter William.....	New Bedford, Ohio.
Householder, Leslie Wayne.....	Bremen, Ohio.
Mills, Edward Allen.....	Athens, Ohio.
Wilson, Roy Earl.....	New Lexington, Ohio.

HONORARY DEGREES

A. M.

Simkins, Joshua D.....	Newark, Ohio.
Snow, John E., (Class of 1892).....	Chicago, Illinois.
Williams, Daniel W.....	Jackson, Ohio.

LL. D.

Mower, Jacob Kreider, (Class of 1856).....	Springfield, Ohio.
Shiras, Oliver Perry, (Class of 1853).....	Dubuque, Iowa.

D. D.

Bishop, Robert Francis.....	Athens, Ohio.
Hawk, Adam James, (Class of 1879).....	Gallipolis, Ohio.
White, John Alexander, (Class of 1874).....	Centerville, Ohio.

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Ohio University

ATHENS, OHIO

Established by Act of the Ohio Legislature, February 18, 1804.

Offers unusual advantages to students seeking a broad and liberal education. Some courses lead to DEGREES; others lead to CERTIFICATES and DIPLOMAS.

The University now has a Faculty of Forty-three Members, and includes the College of Liberal Arts, The State Normal College, The Commercial College, The College of Music, The Department of Electrical Engineering, The Department of Civil and Mining Engineering, The Department of Drawing and Painting, and the State Preparatory School.

Affiliated with Ohio University are The Cincinnati College of Dental Surgery, 231-233 West Court Street, Cincinnati, Ohio, and The Cincinnati College of Pharmacy, 614-618 West Court Street, Cincinnati, Ohio.

Facilities Well-equipped Electrical, Physical, Chemical, and Biological Laboratories; Nineteen thousand Well-Selected Volumes in Library; Gymnasium and Field Athletics under the Careful Supervision of a trained Instructor; Women's Hall, Well-Appointed and Under Efficient Management.

Courses In Arts, Philosophy, Pedagogy, and Science, leading to the degrees of A. B., Ph. B., B. Ped., and B. S. Special courses in Electrical Engineering, Civil and Mining Engineering, Business, Music, Drawing, Painting, Elocution and Rhetoric, and Physical Culture.

No Tuition Registration Fee of \$5.00 per term. Spring Term will open March 27, 1905; Summer Term, June 19, 1905; Fall Term, Sept. 11, 1905; Winter Term, Jan. 8, 1906. Other expenses very reasonable.

Thoroughness Attend an old and a well-established institution which has an enviable record for *Thoroughness, Culture, and Prestige.*

Summer Term Nearly 600 students in 1904. The Summer Term of 1905 will open June 19th and continue six weeks. No Tuition. Registration Fee only \$3.00. Superior Faculty of 28 members. Full College credit will be given for work done.

The State Normal College of Ohio University opened Tuesday, Sept. 9, 1902. A Training School to illustrate the best methods of teaching, is in successful operation. The work of the College has gained warm commendation from leading educators all over the country.

Catalogue, Etc. For Catalogue, other printed matter, and special information, address

ALSTON ELLIS,
President Ohio University,
Athens, Ohio.



UNIVERSITY CALENDAR, 1905

MONDAY, JANUARY 2.....Registration of Students
TUESDAY, JANUARY 3.....Opening of Winter Term
FRIDAY, MARCH 17.....Close of Winter Term
MONDAY, MARCH 27.....Registration of Students
TUESDAY, MARCH 28.....Opening of Spring Term
SUNDAY, JUNE 11.....Beginning of Commencement Week
THURSDAY, JUNE 15.....Commencement Day
MONDAY, JUNE 19.....Opening of Summer Term
FRIDAY, JULY 28.....Close of Summer Term
MONDAY, SEPTEMBER 11.....Registration of Students
TUESDAY, SEPTEMBER 12.....Opening of Fall Term
FRIDAY, DECEMBER 22.....Close of Fall Term

UNIVERSITY CALENDAR, 1906

MONDAY, JANUARY 8.....Registration of Students
TUESDAY, JANUARY 9.....Opening of Winter Term
FRIDAY, MARCH 28.....Close of Winter Term
MONDAY, APRIL 2.....Registration of Students
TUESDAY, APRIL 3.....Opening of Spring Term
SUNDAY, JUNE 17.....Beginning of Commencement Week
THURSDAY, JUNE 21.....Commencement Day
MONDAY, JUNE 25.....Opening of Summer Term
FRIDAY, AUGUST 17.....Close of Summer Term
MONDAY, SEPTEMBER 10.....Registration of Students
TUESDAY, SEPTEMBER 11.....Opening of Fall Term
FRIDAY, DECEMBER 21.....Close of Fall Term



NEW SERIES

VOL. II., NO. 1

Ohio University

BULLETIN

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AUGUST, 1904

ATHENS, OHIO

Published by the University and Issued Quarterly

Entered at the Post-Office at Athens, Ohio, as Second-Class Matter.

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The State Normal College.

ORIGIN AND GROWTH.—The teachers of Ohio are already quite familiar with the origin and inception of the State Normal College of Ohio University. Ohio was the last state in the Union to provide for the training of her teachers in State Normal Schools. In March, 1902, the General Assembly of Ohio enacted the "Seese Law," establishing a State Normal School in connection with Ohio University at Athens and one in connection with Miami University at Oxford. The State Normal College of Ohio University, thus provided for, was opened to students September 9th, 1902. Since then several courses of study have been maintained with the special view to equip teachers for competent service in both elementary and secondary schools. Two courses of study are maintained for those preparing to teach in elementary schools, one of these courses being for graduates of first-grade high schools, and the other course for those who have not had the advantages of such a high school. Both courses lead to a Normal-College diploma in Elementary Education. For graduates of high schools who wish to prepare for teaching in secondary schools, and for those who desire to make thorough preparation for work as superintendents or principals, two courses in Secondary Education are offered. These courses, as well as a one-year course for college graduates, lead to a diploma carrying with it the degree of Bachelor of Pedagogy. The catalogue, issued by the University with full information concerning each of these courses, will be mailed for the asking.

A Large Attendance.—Since the State Normal College was opened, less than two years ago, fully 1,400 people have enjoyed instruction in purely pedagogical subjects in this institution. It must not be forgotten in this connection that the Normal-College courses are the equivalent in cultural value of any other courses maintained in the University. Stu-

dents who take courses in the Normal College are required to secure their instruction in academic subjects in the corresponding classes of the University. Normal students in science, history, mathematics, literature, etc., are thrown into classes with college students who are pursuing purely literary and scientific courses in the University. In this way the several colleges of the University are put upon the same level. There can be no lowering of standards. The tendency is toward a raising of the standards in all departments. The students who pursue Normal-College courses are usually mature people, often teachers who have had from ten to twenty years' experience. In this connection it should be stated that during the past year students have been enrolled from almost every county in the State. The attendance at the Summer Term, 1904, is 550 at the time this Bulletin goes to press.

The Faculty.—An examination of the University catalogue will convince the prospective student that great advantages are offered in the wide range of subjects and in the large number of courses of instruction. This large number of courses necessitates a large faculty. At present *forty-three* professors give their entire time to the work of instruction. The members of the faculty have been selected for their special fitness to do the work of their departments. Those who are engaged exclusively in the Normal-College instruction have had wide experience in the public schools and in the training of teachers. Another advantage which the large faculty brings to the student body is seen in the possibility of classes whose size would not prove detrimental to individual instruction.

Object of This Bulletin.—THE OHIO UNIVERSITY BULLETIN is published quarterly and is designed to keep students and prospective students informed as to the work in various departments of the University. This issue of the Bulletin is given over to the State Normal College, and in it will be found several articles on pedagogical subjects, written by members of the Normal-College Faculty. The articles will be found instructive and well worth preserving. The concluding article gives the prospective student much information touching a variety of matters that would concern

him if he were about to enter the institution. For information concerning board, room rent, and other expenses the reader is referred to the concluding pages of this Bulletin. Correspondence concerning *special* work in the State Normal College should be addressed to the Dean of the Normal College; that calling for *general* information about the University or any of its departments and colleges should be addressed to the President of the University.

HENRY G. WILLIAMS.



College Days In Athens.

WERE the question to be propounded to college people as to the relative value of the direct and indirect influences of their college life, not only would it be answered variously but it would require some careful thought to return a wise answer.

What College Life Does.—The acquisition of power through prolonged study and close personal association with specialists in various lines of research, free and abundant access to libraries and laboratories, made possible only through long, patient and co-operative effort of generations of men and women, meeting with and listening to distinguished people invited to participate for a brief time in the college life; these and other benefits which may be classed as among the direct lines of college work can not be overestimated as to their positive value in the education of youth. They point out the ways to the higher life, provide guides along these ways, supply means of strength and encouragement, afford cheer and comfort, and, perhaps, culminate in effective service, by fixing at last, standards of aspiration and work sufficiently firm and elevated to save the students from lapsing into an indifferent or a less worthy life. If every man's life is a "plan of God," and if it be man's part as well as his glory to co-operate with that plan, if there is a "divinity that shapes our ends rough-hew them how we will," it is clear that such prospects and possibilities as are involved in this belief, warrant the deepest gratitude for opportunities such as the college life directly affords.

Indirect Benefits.—And yet, rich and wonderful as are these direct benefits, what shall be said of those which may clearly be classed among the indirect, yet not secondary, opportunities of the college life? As the years recede the latter somehow continue to assert themselves, to grow in excellence, to renew their charms in an extraordinary

manner, to sweeten and hallow existence, and to exercise control over life with ever increasing authority. Among those indirect influences may be placed the personal life and character of the men and women engaged in teaching, this indirect service of the inner life working oftentimes with an energy which seems little less than divine. With this influence may be ranked that of friendship formed among youth at a time of life most favorable for such growth, and under ideal conditions. Among no people and at no age are to be found conditions of mind and heart so favorable as among college youth for the formation and growth of controlling ideals of life and service. Their minds are open, the future is before them, and they are casting about for truth, for insight, for wisdom. Youth is full of capacity for admiration and to pre-empt this power in behalf of the truly good is a service of incalculable value. To this end as well as the more direct one of later service, friendships are of the utmost importance. The tributes paid to the power and value of friendship by the sages of all times is proof of its great place in the economy of life.

Good Books.—With love for and admiration of human life may be assigned as a third great indirect benefit arising out of the college career a love for books. One need not dwell upon this theme further than to observe that the young student can sustain no greater loss than to go through his college life untouched by these "master spirits" of the past.

Yet there are other influences indefinable and innumerable which appeal to life and upon which Matthew Arnold has touched in the following words upon Oxford—words as eloquent as ever flowed from his pen.

Quotation from Matthew Arnold.—"Beautiful City! so venerable, so lovely, so unravaged by the fierce intellectual life of our century, so serene. 'There are our young barbarians all at play!' And yet, steeped in sentiment as she lies, spreading her gardens to the moonlight, and whispering from her towers the last enchantments of the Middle Ages, who will deny that Oxford, by her ineffable charms, keeps ever calling us nearer to the true goal of all of us, to

the ideal, to perfection,—to beauty, in a word, which is only truth seen from another side?"

Possibly not all may be able to feel so deeply or speak so eloquently or have occasion to enjoy so fully the spell of his college life as Arnold. Capacity for appreciation and enthusiasm is subject to growth; yet the privileges and charms of college life are everywhere the same. They are made up of the same elements and are found in the same combinations and he who is faithful in the small things of life will be entrusted with the larger.

Personal Impressions.—The writer feels that he is entitled now to speak of these things with a sort of assurance not possible to everyone. Educated in two institutions of fair repute, one a denominational college and the other a state university, engaged later, for many years in direct contact with young people going to and coming from college, and associating freely with graduates of institutions of learning of all kinds, with college men and women occupying all kinds of positions and in various walks of life, and now having renewed for two years direct personal communication with this life—the testimony he offers that this life is one of the great privileges of youth ought to have some weight. And to be personal and direct it ought to have some weight to say that it is good to be here in Athens.

Where can one find a lovelier community than this nestled amidst the beautiful hills of Southern Ohio, whether he thinks of it as a whole or of its people individually, with every convenience without exception that the largest city affords, especially water of the purest quality? Where can one find a campus more beautiful or kept with more exquisite care, with its hundreds of trees, its undulations of hill and vale, vistas opening from every side to the purple hills far away? Where can one find young people quieter, "more easily entreated," sincerer, gentler, or more open-minded than those who come to us out of the valleys and towns, from off the hills of this southern country, or from the more distant portions of the state?

Special Advantages.—The handsome new Normal College

Building is ready for occupancy. The foundation of a new Library Building is finished. The laboratories and library are well equipped and are growing. The Fine Arts are provided for in music and painting. Social life is encouraged, and many agencies are co-operating to advance the interests of all who seek to better themselves. Especially fortunate in many ways seems to me the student who seeks the Normal School. Its work is closely affiliated with the University proper. Its students enjoy the instruction and benefits of every department. All may come into personal contact with each member of the Faculty. All life here is in common, all privileges are offered to each alike.

What It Costs.—And what is of equal interest is that these opportunities are offered at a small sum. A young woman came to me recently and said that she had available the sum of one hundred and thirty dollars. With her room costing her one dollar a week she could take care of her other personal needs for one dollar and a quarter more. This favorable condition together with the small tuition, etc., would enable her to spend next year here. Then by remaining out for one year she could accumulate enough money by teaching to spend two years more. This was her program for the next four years, involving one year of teaching, three years of school, and a sum of money less than five hundred dollars.

In what country are offered such privileges as these, where young people, women as well as men, may enter upon the priceless inheritance of an ample and generous education at cost so small, and accomplish the same through their own largely unaided efforts? This young woman represents many who come here. They are the salt of the earth.

Limitations.—All institutions have their limitations. All press closely upon their incomes and experience that restlessness which arises when work opens which ought to be done but from which the hand is necessarily withheld. Yet this, also, constitutes a part of life's curriculum. Yet on the whole, the young and earnest student may secure an ample return for any investment he may make in Athens.

Spiritual Power.—Finally the spiritual and religious life

of the institution keeps pace with every other development, and seeks in the spirit of the Master to reach every young man and woman. Discipline of an unpleasant character scarcely ever intrudes itself upon the attention. Life is pleasant, earnest, sincere, honest, and it is an agreeable privilege to bear testimony to the wealth of the personal, religious, spiritual, social, and intellectual life to be found and enjoyed in the Ohio University.

FREDERICK TREUDLEY.



First-Year Reading.

HOW MANY of us, I wonder, recall with pleasure our experience in learning to read? And yet, why should it not be a pleasant experience? Is the method by which we are taught responsible in any measure for the dreariness of those first steps in learning to read? Be the teacher ever so competent, what pleasure can a child possibly take in learning the letter or the sound of the letter? Neither has any meaning to him, and the teacher's telling him that he must remember the letter or the sound in order that sometime he may learn to read, does not appeal to the six-year-old child.

A Method.—Suppose the teacher to take the position that the letters are not essential in learning to read, at least not the first year. We all know that our power to remember is dependent almost entirely upon our interest. While the child can not be interested in a meaningless letter, he may be intensely interested in a word, if proper method be used in presenting it to him. Now the question is, What words will appeal most strongly to the child at the very start? Some will say, words from the science and history lessons; but I think not. I would leave that work for a little later period. I believe it is better to begin with words which represent ideas already familiar to the child when he enters school. There are several reasons for this, the most important one being that by so doing we connect the school with the home, using the knowledge already possessed by the child. Froebel says: "The union of school and of life, of domestic and scholastic life, is the first and indispensable requisite of the education of this period. If men, indeed, are ever to free themselves from the oppressive burden and emptiness of merely extraneously communicated knowledge, heaped up in memory."

The Connecting Link.—A ball, on account of its simplicity,

is the child's first plaything. It is easy to draw, to cut, and to model in plastic materials, so, perhaps, it is the very best word with which to begin. It is the teacher's first duty to make the children feel at home. She brings out a ball. They recognize a familiar object and are interested at once. She plays ball with them and does not repress the happy laugh as it rings through the school room. After about ten minutes of this play the children are sent to their seats. A piece of oil-cloth is given each of the children and they are taught how to place it upon their desks. Then a board, upon which has been placed pieces of clay, previously prepared by the teacher, is passed, with the direction that each child take a piece. They are then told to divide their clay into two equal parts and then model two balls. This will probably be the children's first lesson in taking directions, and the teacher should see to it that the lesson is a thorough one. The children will easily learn to read when they have learned to attend. While these "beginners" are working with the clay the teacher is free to give her attention to another class, if she have one.

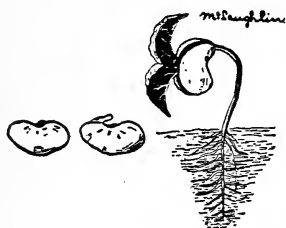
The Next Step.—After the impression has been deepened and the attention has been concentrated through cutting, drawing, and modeling, the teacher asks them if they would like to see the chalk say "a ball." Watch the little faces and see the look of joy that comes into every child's face as this question is asked. The teacher now writes the word upon the board very carefully. The children are asked to follow her movement with their finger in the air, after which they are sent to the board to make the chalk say "a ball." They will need help. Some little hands will have to be held at first; but do not be anxious about results. If they get the movement, they are doing well. It must now be kept in mind that the ease with which the children remember the new words will depend largely upon the manner in which the thought or the idea of the word is first presented. Perhaps, at first the new words should be brought out through the object, through action, or through story, the children dramatizing the story. Play, or dramatization, is one of the most natural modes of expression, and consequently one of the most valuable.

Phonics.—The teacher should be very particular from the first to get good, clear pronunciation from the children, but I should teach no phonics the first year. Phonetic work will help in the mechanical part of learning new words, but it will be at the expense of thought, and we must remember that silent reading is thought-getting, and that oral reading is thought-getting and thought-giving, and no method which hinders in the getting or giving of thought should be used. Phonics the first year will also make poor spellers. Were our spelling logical, this would not be true, but as there are many signs for the same sound and many sounds for the same sign, the only real way to teach spelling is through the eye, that is, by visualization. The children are taught to see the word as a whole and write it as a whole, which is the way, eventually, that we all learn to spell as well as to read, regardless of our early training.

The Sentence Work.—When the class has been taught twenty or twenty-five words, including nouns, pronouns, verbs, and prepositions, it is time to begin the sentence work. Here, again, great care and skill on the part of the teacher are necessary. The children know the words, and can write them, even; but to get the thought when each word stands in relation to other words is a long step for these little people. They have had sentences consisting of but one word, like Run, Jump, Cry. The teacher now says, "I want you to do just what the chalk tells you to do", and she writes, "Run to me." She must, of course, tell them where to begin to read. How the face beams as a hand is held up by a little girl to show that she can do it. Now reading really begins. The children must be taught from the first to get the thought by silent reading and not to try to give the thought until they have it to give. We accidentally heard a criticism made in all kindness by one of our children upon the reading of a new pupil. Said the child, "Why, he doesn't read. He just says words."

Correlation.—About the fourth or fifth month, after the child has built up a visual vocabulary of from one hundred to two hundred words, he may be given reading lessons based upon the work in science, history, and literature.

When the teacher has finished a particular topic in one of these subjects, the children should reproduce orally for their language work the whole thought and in their own language, the teacher simply correcting errors of fact and of speech and occasionally asking a question. The teacher will then use the children's sentences in making a reading lesson, to which she should add suitable illustrations, and by means of the hectograph make a sufficient number of copies to supply the class. Here is a little lesson on "The Bean", prepared by one of our pupil-teachers:



Do you see this little seed?

It is a bean and there is a little plant asleep in it.

We wanted to see the plant wake from its sleep.

We put it in water and saw it swell.

We then put it into the ground.

We watered it every day and the sun kept it warm.

After a while the baby plant woke up and came to the light. At first we saw a loop above the ground. This was the stem.

It brought the cotyledons.

They gave food to the baby plant.

It sent its roots into the ground and its stem and leaves into the air.

The little plant will grow big and strong.

Conclusion.—Do not be in a hurry to finish the book. In fact, a class should not be given a book for the first half year, but should have reading lessons prepared by the teacher. An average class, however, will easily finish three Primers and one First Reader the last half of the year. The children are taught not only to recognize all the words found in their books, but to write them and to use them in their written as well as in their oral composition. Can any one say that the child's first experience in learning to read may not be made a very delightful one?

EMMA S. WAITE.

The Professional Training of the Superintendent.

THE COMMON SCHOOL system of our country is too vast to be easily comprehended. We read statistics, facts and figures in reference to it, but these carry little meaning. During 1902 more than sixteen millions of children were enrolled in our public schools; these were instructed by almost a half million teachers, and more than two hundred and thirty-five millions of dollars were expended. The proper direction of such an expenditure and the administration of public education are two of the great problems of democratic government, and are fast leading to the rise of a new profession, that of the school superintendent.

The Question of School Administration in the early development of our country was seldom raised. The work of the school was conceived in a narrow and mechanical way. The difficulties of instruction were unappreciated. What schools there were, were small and scattered. Under such conditions the need of supervision was not apparent and little or none was exercised. Since Colonial and Revolutionary days the changes have been many and fundamental.

The first exercise of supervisory power was that of a mere perfunctory examination and appointment of teachers by prescribed civil or religious authorities. Now and then the schools were visited by these authorities, but the visits resulted less in the exercise of any beneficial supervision than a display of the erudition and authority of the visitors. Ministers were doubtless more zealous in exercising supervisory authority than civil officers, especially so long as the religious aim dominated education and the state and church were not separated.

Other than occasional visits from selectmen and ministers, there was no supervision of schools until the last quarter of the Eighteenth century. A new period in the

history of school supervision was begun when, in 1789, Massachusetts authorized towns to employ special committees to look after schools. This was the beginning of school supervision through school committees or school boards. New and increasing authority was either granted to or assumed by the school committee, until by 1827, in Massachusetts—and the educational history of Massachusetts has been repeated in almost every northern and western state—it had extended its authority over every aspect of school work. The school committee levied taxes, provided school sites and school-houses, employed teachers, prescribed rules and regulations, and controlled school work in general. The supervisory work of the school board was perfunctuary and superficial.

The Coming of the Superintendent.—The transition from supervision through the school board to supervision through the superintendent was made through the school committee delegating certain of its supervisory powers to one of its members and designating him superintendent of schools. This led naturally to the selection of a teacher who excelled in his work and who should represent the school board and exercise supervisory powers. Buffalo led off, in 1837, and she was quickly followed by the more progressive cities. Thus was initiated the third stage in school supervision which culminated in the school board gradually delegating to the superintendent the direct control of all that has to do with the inner workings and life of the school.

With the general growth of sentiment in favor of efficient supervision, and between the time when a progressive city here and there employed a superintendent and the present mandatory laws such as exists in Massachusetts, there has gone a gradual transition in the conception of the real work and function of the superintendent. In the evolution of the conception of the function of the superintendent we have passed through two stages and have already entered upon the third or final stage. These stages may roughly be designated as the conception of the superintendent (1) as a purchasing agent, (2) as an organizer, and (3) as a professional leader. The first ideal prevailed until toward 1860, the second until 1885 or even now,

while the third conception is just taking form. Such generalizations are of course only relatively true, and only characterize the work of the superintendent during these periods in a general way.

The Common-School Idea.—The period prior to the Civil War is the period of the growth and development of the common-school idea. This development and acceptance of the idea of free public education bore fruits during this period in the almost universal establishment, at least in the north, of free, or semi-free, public schools. The crying need of the school was a material one. School sites had to be chosen; school houses, school furniture, apparatus, etc., had to be provided. Every thing that had to do with the material side of school life was in need of intellectual reform. And it was to providing the materials for schools and in improving the school in a material way that the early superintendent devoted the major portion of his energies.

With the school reasonably developed and provided for on its material side, it was but natural that attention should be gradually directed to the inner life of the school, and that there should dawn a new and higher conception of the function of the superintendent, that of organization. The vital question was no longer one of kind and arrangement of school houses, one of double or single seats, etc., but rather one of how many departments, how many grades, kind and nature of examinations, number of reports, etc. The question of method, except here and there, received little attention.

Real Work of the Superintendent.—The work of organization was great and valuable. Yet just as the material improvement of the school made, in connection with other things, organization possible, so improvement in school organization made possible the real and highest work of the superintendent, that of vitalizing and spiritualizing the work of the school, that of professionalizing it and placing its work upon a scientific basis. The superintendent is no longer viewed primarily as a purchasing agent, or as an organizer, but more especially as a specialist, an educator, a professional leader.

As an educator or professional leader the duties incumbent upon the superintendent are many and the problems he is called upon to solve are delicate and complicated. His work can no longer be directed upon the basis of personal prejudice and opinion, but he must be guided in every line of his activity by organized principles of education. He must approach his work with the knowledge of a specialist and with the spirit of the scientist. He must bring the educational experience of the world to solve the problem of school organization, the question of curriculum, text-books, methods of instruction, etc. He must hold before his teachers a high professional ideal and inspire them with professional zeal and spirit. He must bring light and life into every aspect of school work and especially into all that has to do with the question of instruction.

Preparation for His Work.—With these changes in the conception of the function of the superintendent have gone changes in the conception of what constitutes the requisite preparation for his work. Prior to the Civil War, the superintendent was generally a successful teacher of varied experience. Few or no questions were asked in reference to his preparation. Since the War, at least in the North, few men have risen to any great prominence, as superintendents, who have not had a college education, and the day is quite at hand when a college education, or its equivalent, is the first requisite to obtaining even a village superintendency. And with the attainment of the final stage in the evolution of the conception of the function of the superintendent, where the superintendent is viewed as a specialist, an educational expert, school boards are coming gradually to demand that the superintendent have not only a college education but also that he be professionally trained. The day of mere teaching experience as a preparation for the superintendency is long since past. The time when a college education and teaching experience are regarded as requisite preparation is now at hand, but it is fast passing, and the day is not distant when not only a college education, but also special professional preparation and teaching experience will be generally

required as the only requisite preparation to assume the duties of superintendent.

With the superintendent as the executive of public education, with him as the vitalizing and spiritualizing force in the system, with him as the expounder of educational principles and scientific methods of instruction, with him as a leader of teachers, what constitutes a requisite preparation for his work?

It might be argued that the preparation required would depend upon whether the superintendency in question was in a township, village, or city. I think not. The problems in each case are relatively the same; it is the system only that is larger. I am glad to find that no less an authority than Supt. H. S. Tarbell, of Providence, R. I., agrees with this. He says: "There is no ratio between the size of a school system and the difficulty of supervising it. * * *

* The superintendent may without loss, work through principles exclusively in the mechanical portion of his supervision, * * * * * but when he wishes to touch vital questions of pure pedagogy, he must meet the teachers directly in the teachers' meeting or in the school room." The minimum requirements for all superintendents should be the same; it is the problems of superintendency that are general and should be made the basis of considering the preparation named rather than the size of the situation.

Special Training Needed.—Again, it might be urged that the best preparation for the superintendent is that preparation which is necessary for teaching in the grades or in the high school plus practical experience. I think not. The problems of the various grades of instruction are radically different and each grade of instruction requires special preparation. Teachers can not be prepared by a blanket course any more than specialists in any other profession. A general medical course does not make a doctor an eye and ear specialist, or a general course in law, a corporation lawyer. The primary teacher is not made a high-school teacher merely through a few years of experience, nor is the grade or high-school teacher, though professionally prepared for specific work, made a supervisor or

superintendent merely through the acquisition of experience. Special preparation and experience in any field of school work will be most helpful in any other but can never be taken as adequate preparation for it. Each grade of school work, and especially that of the superintendency, has its particular problems, and special preparation is required for their solution. The superintendent needs, therefore, a very different professional training from that required by the grade or high-school teacher, and can not be adequately prepared for his work merely through additional experience.

The College Course.—On the side of academic preparation the superintendent should have at least a regular college course. Such a course alone will give the requisite breadth of vision, the requisite culture, and requisite foundation for future professional study. There may be reasons why students destined for some of the more practical professions such, for example, as architecture, electrical engineering, civil engineering, etc., may be permitted to drop the regular collegiate work at the end of the Sophomore year and begin their professional work, but for any of the cultural professions, such as the ministry and teaching, there are no valid reasons why the regular college course should be shrunk to two years as is now being advocated by some of our leading educators. Culture, breadth of vision, insight, mental power are requisite to the work of the superintendent. These can only be obtained through a long period of study, consequently the necessity for a regular college course in the preparation of the superintendent.

The Professional Course.—In addition to the pursuance of the regular college course, the prospective superintendent should devote three years to professional preparation. This professional preparation should be both of a general and a special character. His general professional preparation should include a consideration of those branches of study which serve as the foundation of all educational theory and practice, such, for example, as Philosophy, Ethics, Psychology, Child Study, Physiology, Sociology, and Biology. His special professional preparation should include: (1) a study of the Principles of Education, History of Education, School Management, and Methods; (2) a

special study of certain of these professional subjects because of their special relationship to the work of the superintendent, as, to illustrate, the History of Education; (3) a consideration of subjects that are of special value to the superintendent but which have little or no place in the professional preparation of any other class of teachers, for example, Foreign and Domestic School Systems, School Architecture, School Sanitation, School Administration, Supervision, and Criticism.

To provide such a course of professional training entails an enormous expense and such work can but be done by our great universities. Nevertheless, the Normal College of Ohio University is offering some such work in its Course in Supervision and Course for College Graduates.

Conclusion.—The completion of such an academic and a professional course would place the superintendent upon a strictly professional basis and would give him the same professional rank as the lawyer, doctor, and minister, where by rights of power and possibility he ought to be. That we are far from being able at the present time to demand such an academic and a professional preparation for the superintendent is not denied, but that there is a strong tendency in this direction and that there is an active demand for something more than a mere college and academic preparation are also affirmed. And the time is not far distant when the demand of the general public will be so strong and the ideals of teachers will be so high that some such academic and professional training will be required of superintendents.

FRANK P. BACHMAN.

Art Education In Public Schools.

DRAWING was introduced into the public schools many years ago; but it is only in recent years that its value has been recognized, and it has been given a place of any importance. In spite of lack of interest on the part of educators and the public, and opposition on the part of those who considered it only a fad, Art Study has slowly and surely gained a place that no one denies. That it has remained and grown goes to prove that this study is based on firm educational foundations.

Educational Value of Art.—It might be well for me to take up here some of the reasons showing the educational value of Art Study. In this connection we must know first the aim of education. Education is a fitting for life, a spiritual and physical life that will be devoted to overcoming environment and dominating prevailing conditions. It means, too, the bringing of the individual into a realization of his powers, and the fitting him to be a better man, a more useful citizen.

Four Viewpoints.—Let us now consider the subject from four standpoints and see whether it satisfies our idea of the meaning of education. We give Art Study a place in our school curriculum because: (1) It is a means of expression, (2) of its economic value, (3) of its place in race achievement, and (4) it is a character builder.

Properly taught the different phases of art education develop right thinking, followed by definite action, for in this work there must be some immediate motor response to the sensations received. This is but following out nature's law, by which all creatures make some sort of motion in response to every stimulus. The power to receive the impression is important, but is of little value unless followed by expression. This expressional power of carrying thought into action is a gradual growth, arising from habit. How essential then is it that the child learn early to connect concrete thought with its expression. Art rightly taught

will help to accomplish this, for art study gives natural exercises to senses, intellect, feeling, and muscles in their proper relations. Sense training or motor training alone would be of little value, but brought into action in the right way, as in drawing, it makes for strength in the educational development of the child. Drawing is the most natural way of telling about material things, and the child will use his pencil, brush, or clay more readily than words to express his thought. From this expression one is able to tell at once what the child knows and sees. Through this expression the powers of observation, and concentration are developed and trained. To represent an object accurately there must be keen observation, there must be attention not only to the object, but to the expression. The mind must be concentrated on what is being done or the result lacks unity. Through this work the child gains definite concepts and mental and muscular control. In art we find, too, a natural means of describing things, for written language is an artificial way. Art is really a universal language, and as such, instruction in it should be an essential part of all educational systems. Speaking of art as a mode of expression, E. A. Kirkpatrick of the Fitchburg, Mass., Normal School, says: "We know that every means of expression adds to man's power of using what he knows, hence to acquire power of expression helps to gain freedom. It enables us not only to utilize what we have learned, but also to impart it to others."

Economic Value.—From an economic standpoint the question of having Art Study in the public schools was settled long ago. An examination of the reports of bureaus of commerce and industry of Europe will give information as to the reason for this. Why is it that America has not been able to compete with Europe in the manufacture of many things? Because, in Europe, they have skilled designers who supply those very essential qualities of taste, and beauty of line and proportion which give the added commercial value. America at last awoke to this fact, and it was for this reason that drawing was first introduced into public schools on this side of the Atlantic.

Drawing is the foundation of all industry. Everything

that is made must first be drawn or modeled, and he who creates those forms must call to his aid a well-trained hand and eye. He can have these only by careful study in drawing and other art subjects. Not only should the designer have such a training but the artisan as well, that he may intelligently carry out the design placed before him. Such training would develop a different attitude toward work, and there would be a greater respect for the dignity of labor.

All industry is the result of the creative imagination of man idealizing nature's forms and forces and using them to supply his needs. The creative imagination is trained by Art Study, and under its influence produces forms that have æsthetic qualities. Under such conditions the elements of beauty will be considered in the creation of things that supply the needs of every-day life, as well as those that are purely art forms. Through art training the workman will be able to appreciate the beauty of the design from which he is working, and will naturally take such interest and care that the completed object will be the result of a labor of love. And as those who create, and those who execute come more and more under the influence of a broad education, we will find the condition for which Ruskin pleaded, when he said that workmen should be thinking as well as working, and the thinkers often working.

James Russell Lowell said: "I would be glad if every day-laborer among us could have his mind illuminated with some image of what is best in architecture, painting, and sculpture, to train his crude perceptions and perhaps to call out the latent faculties."

Masterpieces of Art.—Our education then should provide a means by which every child may learn of the great masterpieces of art of the world. For not only will such knowledge have its effect on industry but art has a place in race development and achievement that can not be ignored. Ruskin said: "Great nations write their autobiographies in three manuscripts, the book of their words, the book of their deeds, and the book of their arts. Not one of these books can be understood unless we read of the two others, but of the three the only quite trustworthy one is the last."

Aesthetic Culture.—The reasons already stated would be sufficient to give art a place in the public schools, but there is still another reason as strong and important. This is an aesthetic reason. Art study should have a place in the curriculum because it is a character builder. True education must provide the practical (scientific) and the aesthetic point of view. The appreciation of beauty has such an ennobling, uplifting, and refining effect upon character that studies which give this should be part of all school work. Art has the power to enrich life and add much to human happiness. There are so many simple pleasures that such an education brings within the reach of all; the enjoyment of beautiful thoughts of man expressed in art forms, and God's beautiful thought expressed in nature. The love and appreciation of the beautiful in art and nature makes for culture, and brings into the character elements that one cannot afford to be without. God's beautiful earth is all about us, and if our eyes are but open there is always an ever-changing picture of form and color presented for our enjoyment. But as Emerson says, "Though we travel the world over to find the beautiful, we must carry it with us or we find it not."

Love of the Beautiful.—Everyone has a natural longing for beauty and there are few people who are not capable of having an aesthetic appreciation developed. In time, art education may be so general and do so much that we will have nothing ugly about us in form or color. These two important elements of art, form and color, are ever present in the dress and homes of the people. It is important that they be simple, attractive, and in good taste. Art education will develop a love of the beautiful in these things just as it brings an appreciation of what is fine in art masterpieces and in nature.

Where Placed and How Taught.—If, for these reasons, art is to have a place in the public schools, and I am sure that it should, what is that place to be? It must not be a subject tacked on to an already overcrowded curriculum; for then it would be but a hindrance, having no educational value. It must be a living part of the whole work, obtaining its impulse from these other studies. It

will not then prove mere sense training only, but truly self-expression.

Every art lesson must have a purpose, a reason for being other than the two very good ones of learning to see and draw correctly. That phase, as such, belongs to the technical art school. Every art lesson in the school-room should be an expression of some thought, something of vital interest to the child. It may be that he has learned a new word: he will show with scissors and paper, or clay, or pencil that he knows the form of which the word is the symbol. In the same way he will tell the story of his reading lesson, as has been mentioned in another article in this Bulletin. History, nature and number work—in fact every study provides material which may be used for expression work in all the various phases of art study.

Art work in the schools must be of a free, spontaneous character, an expression of what the child feels, thinks, sees, and knows. The primary child draws what he imagines things look like, or what he remembers them to look like. He does not stop to observe closely, and analyze what he sees. He receives an impression of form and color and records that impression without another book. Crude as the result may be, it satisfies the child for the time being, and we must be satisfied too, for it would be death to self-expression and spontaneity to criticize or force technical directions upon him. When the time comes that he observes more closely and he asks, "How can I make this right?" then the teacher has the opportunity to help him. When a child becomes conscious of a need, the instruction which aids him to overcome his difficulty is worthy indeed of the name.

Expressional Work.—This expressional work based on memory and imagination, makes a foundation from which the work may be carried on gradually from known to unknown, from simple to complex, until finally when the powers of observation have been well trained, the work in the high school may take on a more technical character. Long periods of study will be of profit in advanced grades, but in primary schools the time should be short.

Equipment Necessary.—To have art work in the schools an

elaborate equipment is not necessary. The different school studies supply the subjects for many lessons, and materials to carry out such lessons are not hard to obtain. Books, baskets, cups, children's toys, vegetables, fruits, and wild flowers are a few that might be mentioned. No matter where the school may be, in city or country, the work may be brought in touch with the life of the community. No matter what the environment, plenty of interesting material is at hand. Besides the objects used to express and illustrate some thought in the work, there is always the great out-of-doors to interest and inspire the young artist.

The Work of the Teacher.—But with all this wealth of material on every hand, and with such simple means of expression as brush and ink, pencil and paper, or clay, there can still be no definite results without much careful, painstaking work. And this work, this effort must be on the part of teacher as well as pupil. Let the teachers take up this study, that they too may know its broadening, enriching effects. Such training will make them more competent to lead little children that they may know of their race inheritance in art and feel all through life the effect that comes from art study through self expression, developed creative imagination, and an appreciation of beauty. Then the teacher will be doing what the poet meant when he said :

“Scatter diligently in susceptible minds,
The germs of the good and the beautiful;
They will develop there to tree, bud, and bloom,
And bear the golden fruit of Paradise.”

CORNELIA I. GASKELL.

The Study of Children.

THERE is a prevailing error about the way to learn of child nature to which I wish to call attention in this paper. It is the trying to know a child by attempting to put one's self in his place. "Put yourself in the child's place," has almost become a sacred principle in education. If you will think carefully, I am sure you will conclude with me that to do this is not only an impossibility but also an absurdity.

Childhood and Adult Age.—If I should say that to know a child physically you should put yourself in his place, you at once would see the absurdity of such advice. You may have seen in Donaldson's "*Growth of the Brain*" a picture of a child and an adult drawn so as to show their relative proportions. Here is a picture of a man in his natural proportions and by his side is the picture of a child drawn to the man's height. This illustration shows at once that the child is not a little man; and it further shows that the man is not a big child. If a man were a big child he would have an enormous head, a large trunk, and quite short legs. He would be a monstrosity.

Mental and Moral Characteristics.—There is even a greater difference between the child and the adult on the mental side and perhaps yet a greater one on the moral side. If the recapitulation theory is true, that the child in its evolution follows the evolution of the race, then can it be readily seen that a highly civilized man must be quite a different being from the child, who is yet in some of the lower forms of mankind. Thus if we wish to study the child through the adult, it would be better not to try to study him through ourselves, highly civilized beings, but through the savage; for the savage has much in common with the child.

I do not wish to be understood that I do not think it is a

good plan to go back into childhood and try to see ourselves again. I think that is a good thing and in some ways may make us more sympathetic with children, but such course will never give us that knowledge of child nature which has been claimed for it. When we look back upon our childhood we are not making ourselves children again, we are not entering into our child life at all. What we are doing is simply looking at a memory that we have retained of our childhood. There is no child feeling at all that goes with it, it is all a dry memory; and child life without child emotion is only a dry husk. When you bring up your childhood days you are not bringing up actual days but only remembered days and days looked at through the space of years which are crowded with adult experience. Try as you may you cannot possibly keep out this adult part. If you have emotion it is not a child's emotion but that of an adult.

Let each take some concrete examples and analyze them to see if the above is not true. As I report the following incident you recall similar ones in your own experience.

Concrete Examples.—When I was a boy, of perhaps seven or eight years of age, my mother had the picture of my brother and myself taken together. She had dressed me up for the occasion. As I had to wait for the others to get ready, I went out doors to find something to do. I noticed a little bird sitting on the ground and, boy-like, I picked up a small rock and threw at it. I had no idea of hitting it. Had I foreseen the result, I should not have thrown. But this was one time that my rock went straight. The bird was hit and knocked over. I ran and picked it up and found that it was dead. I felt very bad about it. I kept the bird in my hand and went into the house. Soon we went to the photographer's—my mother, my oldest sister, my brother two and a half years older, and myself. I did not tell any of them about the bird although I carried it with me and kept it even while my picture was being taken. Now, as I write this, I am trying to analyze my feelings. It is impossible for me to go into my childhood again. I cannot become a child. I simply find myself viewing a little boy standing in his mother's back

yard and looking toward where the little bird is lying. This is the picture. There is no emotion and if there were any it would be false emotion, that is, it would be adult emotion and not child emotion; and, also, it would be selfish, for it would be feeling over my dead childhood. It is impossible for me to have the emotion I had at that time.

Further Illustration.—Let me give another example. I recall when, a boy of about 13, I stood on a hill, looking across the river, over the bottom, beyond the hills, up into the clouds, building the future. What glorious feelings those were! A number of years after this, just after my return from Germany, at the close of three and a half years of advanced work in universities, I was invited to give the address at the high-school commencement in my native town. In the preparation of the address I visited this hill and turned my face toward the river and took in the view, as when a boy, and went over the experience of that time, trying to get the impressions of that day of the years before. I tried to be again as when a boy, but what a dismal failure. I only got a saddened recollection of what I then builded and compared it with what I had accomplished. Instead of the boyish exhilaration, the boyish anticipations, the boyish rising above the clouds, I had only the man's clinging to earth, with the feeling of how little had those great boyish ideas been realized, how far short had fallen the reaching upward to where the boyish fancies had led, although the man had tried most faithfully. Can you say that I was a boy again? When I would shut my eyes to the beautiful view before me, I could then see a boy standing there and could recall his fancy building. That was all.

Convincing Proof.—Perhaps the best proof of what I hold in this matter is that now and then we do jump back into childhood and seem to feel again our childish ideas. But such experiences come unexpectedly; they come and go so quickly as not to give time for us to realize ourselves. Such never come when we seek them.

I would not say for us not to go back in memory to our childhood days. Oh, no; this means too much for us to give up. It means much of our happiness, for that is our fairy land. But what I affirm is that we have no right

to say that we are studying children when we do this; for we are but studying an adult's memory. If we wish to study children we must get out among them on every possible occasion and note every doing, every saying, every emotion,—in fact gather all that comes.

OSCAR CHRISMAN.



General Information.

HOW TO REACH ATHENS.—Athens is situated on the main lines of the Baltimore and Ohio Southwestern Railroad, the Hocking Valley Railroad, and the Ohio Central Lines. Athens is quite accessible from all parts of the State. This is shown by the fact that during the past year students have enrolled from almost every county in Ohio. At the present writing there are 16 students from Preble county, 14 from Trumbull county, and quite a number from the counties of Northwestern and Northeastern Ohio. About twenty-five passenger trains arrive and depart daily. Good connections are made at the following points: Parkersburg, Marietta, Chillicothe, Hamden, New Lexington, Lancaster, Junction City, Zanesville, Trinway, Midland City, Middleport, Columbus, and other points. An examination of a railroad map or a railroad guide will show prospective students the best route to take in reaching Athens. The authorities at Ohio University are always glad to give such information to those who contemplate coming to Athens for the first time.

Expenses.—No school town can offer better accommodations at more reasonable prices than Athens. The town can easily accommodate 1,000 students in good homes. Nicely furnished rooms convenient to the University may be rented for 75 cents a week, including light, fuel, bedding, and everything needed by the roomer. This rate is given where two students occupy the same room. A few rooms cost a little less. If occupied by one student, a good room usually rents for \$1.00. It is safe to say that four-fifths of the rooms rented to students are rented for 75 cents each per week. Boarding in student clubs ranges from \$1.75 to \$2.25 per week. A few small private clubs charge \$2.50 and \$2.75 per week. Board at Women's Hall is \$2.75 per week. As this is a State institution no tuition

is charged, the only school expense being a registration fee of \$5.00 per term. For the Summer Term this is reduced to \$3.00. A careful study of the expenses incurred by students the past year proves that many of our students keep their expenses within \$3.00 per week, including registration fee but not including laundry. This last item varies a great deal with the habits of the student. It is safe to say that the average expense including everything need not exceed \$3.25 or \$3.50 per week.

Calendar.—The Fall Term will open September 13, 1904, and will continue 15 weeks; the Winter Term will open January 3, 1905, and will continue 11 weeks; the Spring Term will open March 27, 1905, and continue 12 weeks; the Summer Term will open June 19, 1905, and continue 6 weeks. It should be said in this connection that arrangements are being made to have classes organized for the benefit of teachers who may enter about May 1, 1905. Under the new law teachers must be employed for a term not less than eight months. This will make it impossible for many teachers to enroll before May 1, 1905. Their needs will be carefully met.

Range of Studies.—The limits of this Bulletin will not permit the publication of all the courses of study showing the many branches that are taught each term. During the regular terms from 125 to 135 classes are scheduled. A printed schedule of the recitations for any term, showing the hours at which the recitations are held, will be mailed upon request.

Conclusion.—The President of the University or the Dean of the Normal College will cheerfully answer any questions teachers or others desire to ask. The many addresses made by members of the faculty the past year, and the large quantity of printed matter sent out have served to give prominent attention to the work of the University and the State Normal College. In this way thousands of people have learned to know something of the broad scope of work undertaken at Athens. The hundreds of students who have come to us the past year have helped very largely in imparting information to friends of education throughout the State concerning the extent and character of the

work accomplished here. For the year ending March 18, 1904, the total enrollment was 833 different students.

For further information address Alston Ellis, President of Ohio University, or Henry G. Williams, Dean of the State Normal College, Athens, Ohio.



OHIO UNIVERSITY ATHENS, OHIO

ESTABLISHED BY ACT OF THE OHIO LEGISLATURE, FEB. 18, 1804

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The State Normal College of Ohio University opened Tuesday, Sept. 9, 1902, with Henry G. Williams, A. M., as Dean. A Training School, to illustrate the best methods of teaching, is in successful operation. The work of the College has gained warm commendation from leading educators all over the country.

Catalogue, Etc. For catalogue, other printed matter, and special information, address

ALSTON ELLIS,

President Ohio University,
Athens, Ohio.

